EDUCATIONAL RESOURCES INFORMATION CENTER

February 1972 Volume 7 Number 2

ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Research in Education

ED 055 253 – 056 242

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

ED 013 371 **64** **AA 000 223**

Clearinghouse accession number.

Author(s).

Norberg, Kenneth D.

Title.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Organization where document originated.

Sacramento State Coll., Calif.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Spons Agency—USOE Bur. of Research

Report Number and/or Bureau Number—assigned by originator.

Report No.—NDEA-VIIB-449

Date published.

Pub Date—15 Apr 66

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Contract—OEC-4-16-023

Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Descriptive Note.

Alternate source for obtaining documents.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 055 253 AA 000 732

Jongsma, Eugene

The Cloze Procedure as a Teaching Technique.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Pub Date 71

Note—40p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 ($1.00 to members, $1.50 to nonmembers)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Cloze Procedure, *Literature Reviews, Measurement Techniques, *Reading Instruction, *Reading Research, Research Design, *Research Needs, Research Problems, Teaching Techniques

A total of 10 studies since 1962 pertaining directly to the use of cloze procedure as a teaching technique are initially reviewed. The reviewed literature is then synthesized to determine what is currently known about cloze as a teaching device and to identify general weaknesses in this research area. General problems identified are no real teaching, lack of focus, weak experimental designs, measurement problems, and omissions in reporting studies. It is concluded (1) that research evidence does not indicate the cloze procedure to be an effective teaching technique and (2) that past research in this area has been rather narrowly conceived and limited in scope. The author also feels that little attention has been focused on appropriate instructional strategies, methods of presentation, and relative effects of varying deletion systems or benefits derived by different age or grade levels. Based on the problems identified, suggestions are made as to the direction future research might take, and guidelines for reporting cloze research are offered. This publication is one of the "Reading Information Series: Where Do We Go?," designed to strengthen the research in reading education. A bibliography is included. (AW)

ED 055 254 AA 000 733

Cost of College: Phase I. Final Report.

Columbia Research Associates, Cambridge, Mass.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Oct 71

Contract—OEC-0-70-5023

Note—142p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Colleges, *Cost Effectiveness, *Data Analysis, *Educational Finance, Financial Support, *Interviews

This study is based on a detailed analysis of the financial and operational characteristics of 50 pre-doctoral colleges over the period of Fall 1967 to Spring 1970. Where there are financial difficulties, they are largely a result of internal decisions, both within the colleges themselves and in higher education as a whole as when objectives that cannot reasonably be fulfilled are established. The data for the study was collected during personal visits to each of the campuses over a period from July 1970 to March 1971. The interviews are part of the data and shape the interpretation of much of the hard data. This study is divided into two parts. Part I discusses, mainly, the collection of data. An overall financial analysis is made, and the impact of federal aid on the financial status of colleges is studied. The benefits of efficient management and various college policies are also discussed. A bibliography is included. Part II is divided into four sections. Section I presents a number of statistical tables which summarize the major items of data collected and developed for the study. Section II provides statistical documentation of the major financial, instructional and federal aid characteristics used in the analysis of finance in Part I. Sections III and IV describe the stepwise regression and the analysis of variance used to examine the patterns of resource allocation at the 50 colleges studied. (Author/CK)

AC

ED 055 255 AC 010 554

Dillman, Don A. And Others

Voluntary Associations and Community Structure.

Pub Date 67

Note—25p.; See Rural Sociology Report 42, Ames: Iowa State Univ., 1967, for more complete description of study

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Characteristics, *Data Analysis, *Group Membership, Networks, Social Relations, *Voluntary Agencies

This study examined overlapping membership of voluntary associations as the basis of a statistical technique for analyzing community structure. An underlying assumption was that organizations select certain membership linkages in preference to others within a community. Thus one would expect to find points of integration and cleavage among community organizations. The data was collected in a community of 5,000 persons, and 41 organizations met the criteria of the researchers for inclusion in the study. Analysis of the data resulted in discriminating three percentage overlap clusters of organizations interrelated primarily because of their large size. Selectivity analysis of this data included eleven additional organizations not in the percentage overlap clusters. Four selectivity clusters were delineated in this community; 16 organizations were not in any selectivity clusters and one organization, which had many selectivity linkages, did not cluster and was defined as a mediating organization. A selectivity Consistency Index was constructed which indicated a relatively homogeneous selectivity pattern of within and between selectivity clusters in the community. These findings suggest selectivity analysis as a useful technique in defining structural interrelationships among organizations. (Author)

ED 055 256 AC 010 574

Recruitment Selection and Training.

National Economic Development Office, London (England).

Note—41p.; A report by the manpower working party of the Economic Development Committee for the Clothing Industry

Available from—National Economic Development Office, Millbank Tower, Millbank, London SW1 England (no price quoted)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Clothing, *Cost Effectiveness, *Industrial Training, *Manufacturing Industry, *Personnel Selection, *Recruitment

This booklet outlines facts that should be considered during a new employee's initial weeks with a firm, in this case a clothing manufacturer; particular emphasis is placed on the principles of good selection and training. Various sources are also given from which to get help in implementing the basic principles described. The following points are made: (1) Recruitment involves advertising a firm's advantageous aspects; (2) Good selection techniques are important as short-term employees are expensive; (3) Objectives of training include reducing the time taken to learn a new job, achieving, maintaining, or improving quality standards, and introducing or standardizing correct methods. Following good practices in selection and training will reduce an employer's overall cost per employee. (CK)

ED 055 257 AC 010 798

Ainsworth, L. L. Bishop, H. P.

The Effects of a 48-Hour Period of Sustained Field Activity on Tank Crew Performance.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-71-16
Pub Date Jul 71
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Science Research, Communication (Thought Transfer), Enlisted Men, *Environmental Influences, *Equipment Utilization, *Fatigue (Biology), Marksmanship, *Military Personnel, *Task Performance, Time Perspective
Identifiers—Day, Night, United States Army
This report describes the effects of 48 hours of sustained operations on the performance of tank crews in communication, driving, surveillance, gunnery, and maintenance tasks. It is a continuation of research to determine the endurance of troops using combat equipment with 48-hour capability. Proficienty tests were constructed for each type of tank-crew activity and made part of a 12-hour field exercise. Two groups of crews were used; one group negotiated a problem course four consecutive times for a total of 48 hours of continuous operation, and a control group followed the same procedure but had 24-hour rest periods between each 12 hours of operation. Only moving surveillance and some driving activities showed significant performance deterioration over a 48-hour period of work without sleep. Major conclusions were: (1) No serious performance decrements result from operating present tank equipment continuously for 48 hours without sleep; (2) Performance at night is not significantly affected by the subject's diurnal rhythm; (3) No major changes in present unit organization and tactical doctrine are necessary to accomplish continuous tank operations for periods up to 48 hours. (Author/CK)

ED 055 258 AC 010 845
Assessing Training Needs.
Knitting, Lace, and Net Industry Training Board, Nottingham (England).
Note—19p.; Training Guide Series
Available from—Knitting, Lace and Net Industry Training Board, 4 Hamilton Road, Nottingham, NG5 1AU England
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Techniques, *Guides, *Industrial Personnel, Labor Force, *Manpower Needs, *Occupational Information, Personnel Evaluation, *Training Objectives
This document discusses how a company may assess its need for a training program. Two tables, one listing occupational data such as number and age of employees and turnover rate and one making a manpower forecast for management and staff, are included. A list of training guides is given. (CK)

ED 055 259 AC 010 846
Stroh, Thomas F.
Managing the New Generation in Business.
Pub Date 71
Note—160p.
Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 ($8.95)
Document Not Available from EDRS.
Descriptors—Ability Identification, *Business, *College Graduates, Communication (Thought Transfer), Guides, *Leadership Training, Management Development, *Personnel Management, *Young Adults
This book was written primarily for men in management positions in American organizations. It is also intended to serve as a guide to all instructors and students of management institutions from two-year community colleges through graduate schools. It is divided into nine chapters. Chapter 1 includes a study of the personal characteristics of young people (19 to 24 years of age) as well as of their knowledge level and educational background from the point of view of their usefulness to business. Chapter 2 studies the attitudes of college seniors toward a business career, noting that the typical one is not motivated primarily by money. In Chapter 3, it is observed that the burden of interesting young college people in becoming productive members of private industry falls on business itself, i.e., traditional management methods must change. Chapter 4 cites examples of how the manager, by acting like a friendly authority figure, may boost the firm's business in coordination with his young subordinates. Chapters 5 and 6 illustrate how to identify and develop leadership potential within a company. Chapter 7 discusses the psychology of communication and persuasion, based primarily on the principle that all behavior is goal-directed. Chapter 8 includes a discussion of the four functions of management--planning, organizing, leadership and control. Finally, Chapter 9 discusses ways of handling and building positive relationships between young and old managers. (CK)

ED 055 260 AC 010 848
Cohn, Jules
The Conscience of the Corporations: Business and Urban Affairs 1967-1970.
Pub Date 71
Note—122p.; Policy Studies in Employment and Welfare 6
Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 ($6.00)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Business, Case Studies, *Disadvantaged Groups, Employment Programs, *Industry, *Job Training, *Social Responsibility, Surveys, Urban Areas
This book chronicles and analyzes the efforts of big business to relieve urban problems. It is divided into three parts. Chapters 1 through 6 report on a nationwide study of corporate programs conducted from June to November 1969 and from April to July 1970. A total of 247 companies were surveyed. Top executives of 186 of these companies were interviewed in person. Information was obtained in correspondence and questionnaires from the remaining 61. The most popular types of urban affairs programs were examined in detail. Chapter 7 provides a case study of a subsidiary created by one large company to provide jobs and training for people heretofore considered unemployable. Chapter 8 offers conclusions based on the nationwide survey. These conclusions include: (1) Jobs for the disadvantaged have turned out to be at least as insecure as other jobs in industry, especially during a business recession; (2) Industry has paid little attention to job creation; (3) Personnel managers continue to have a narrow understanding of the meaning of manpower development; (4) Special recruitment and training programs for the disadvantaged have aroused resentment among some blue and white collar workers. A bibliography of related reading materials is included. (Author/CK)

ED 055 261 AC 010 849
DuBois, Rachel Davis Li, Mew-Soong
Reducing Social Tension and Conflict through the Group Conversation Method.
Pub Date 71
Note—159p.
Available from—Association Press, 291 Broadway, New York, N.Y. 10007 ($5.95)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Books, *Communication (Thought Transfer), *Conflict Resolution, *Group Experience, Interpersonal Relationship, Leadership Responsibility, Self Expression, *Social Psychology
Identifiers—*Group Conversation Method
This book is divided into three parts. Part I discusses the art of Group Conversation per se. It is the art of face-to-face sharing of meaningful experiences--such as memories of Christmas as a child--in a spontaneous atmosphere that quickly breaks down hostilities and produces rapport. Part II discusses the techniques of this art. Basically, Group Conversation requires a leader who cares so much about people and their feelings that he tries to stimulate them into self-expression. The selection of a topic by the leader in conjunction with two or three other persons prior to the group get-together is an important preliminary step in this art. Part III focuses on the applications of Group Conversation, e.g., in a Southern City, in an Upstate New York City, and in the Nation's Capital. An annotated bibliography of related reading materials is included. (CK)

ED 055 262 AC 010 850
Burke, W. Warner, Ed. Beckhard, Richard, Ed.
Conference Planning.
National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C. Center for Community Affairs.
Pub Date 70
Note—174p.; Selected Reading Series Six
Available from—NTL Institute for Applied Behavioral Science, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Conferences, *Group Dynamics, *Leadership Training, *Planning, Problem Solving, *Program Effectiveness, Social Relations
This book, written to instruct in the use of a conference as a medium of social intercourse, is divided into four sections. Section I, which contains five articles, deals with factors to be considered in planning a conference. Specific techniques one can employ to improve a conference and several different techniques for evaluating the effectiveness of a meeting are discussed in the four articles in Section II. Section III describes five of the numerous variations in conference formats and purposes. The two articles in Section IV cover the training of group discussion leaders. (Editor/CK)

ED 055 263 AC 010 851
Adult Education in Sweden.
Ministry of Education, Stockholm (Sweden).
Pub Date 70
Note—49p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Education, Cooperatives, Correspondence Schools, Educational Radio, Educational Television, Folk Schools, Government Role, Industrial Training, *National Programs
Identifiers—Sweden
The forms of adult education in Sweden discussed in this review include the courses provided by the Labour Market Board, the folk high schools, the national and local educational schemes, the Commission for TV and Radio in Education (TRU), and the training courses arranged by the employee organizations. Brief mention is also made of the courses offered by the industry, the Swedish Employers' Confederation, the Cooperative Movement and the correspondence schools, as well as the internal educational activities conducted by the central, regional and local governments. This review is not intended to be taken as a comprehensive report on Swedish adult education. (Author/CK)

ED 055 264 AC 010 853
Roessingh, K. H.
Adult Education and Community Organization in the U.S.A. and Canada.
Ministry for Culture, Recreation, and Social Welfare, Rijswijk (Netherlands).
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, City Problems, *Community Organizations, *Cross Cultural Studies, Negroes, Professional Education, *Social Work, Universities
Identifiers—Canada, United States
This document is the report of a European professor on his immediate impressions during his stay in the United States and Canada. One observation made refers to the extent of racial and social polarization of American society--between rich and poor, black and white, and government and the public. Notice is taken of the increasing pressure for higher education in the United States and the rising unrest among college and secondary school students. A study was made of urban problems, and adult education and training, community action programs, and professional education, training and research were surveyed. The professor's experiences in Canada are described from the viewpoint of being in addition to or in distinction with his experience in the States. From this viewpoint, the following elements have relevance: a different relation between government and the grassroot level, the essential significance of officially sponsored opportunities for experiments, the broader self-consciousness of adult education, the development of the "Animation Sociale" and the problem of bilingualism. (CK)

ED 055 265 AC 010 854
Van Der Eyken, W.
Craftsman or Technicians? The Recurring Problem of "Placement" in Technical Colleges.
Association of Colleges for Further and Higher Education, London (England).
Pub Date Jun 71
Note—18p.

Available from—Honorable Secretary, ACFHE, 70 Great Portland Street, London, W1N 5AL, England (25 pence, [$0.25])
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Bibliographies, College Students, *Craftsmen, *Industrial Personnel, Industrial Training, Off the Job Training, *Student Evaluation, *Subprofessionals, *Technical Institutes, Testing
Identifiers—*Further Education

This document reports on a pilot study undertaken to solve the problems faced by technical colleges in accepting, and judging the abilities of, applicants recommended by industry. First-year college students, 685 boys total, were given a series of tests in verbal and non-verbal intelligence. Test results show a striking similarity between the craft and technician groups in these colleges. The main conclusion reached is that the present relationships between industry and further education do not permit making hard and fast distinctions between potential craft and technician students, at least in their first year of college. A bibliography of related reading materials is included. (CK)

ED 055 266 AC 010 855
Davidson, Edmonia W.
Family & Personal Development in Adult Basic Education: Curriculum Guide and Resource Units.
National Univ. Extension Association, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—200p.; Copyright is claimed until December 31, 1975. Thereafter all portions of this work covered by this copyright will be in the public domain
Available from—National University Extension Association, One Dupont Circle, Washington, D.C. 20036 (no price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, Bibliographies, Community Involvement, Consumer Education, Family Health, *Family Life Education, Family Planning, Films, Homemaking Skills, Instructional Materials, *Low Income Groups, *Parent Education, Program Content, *Program Development, Safety, Statistical Data, Teaching Guides

This study aims to help teachers work effectively with low-income families by: (1) developing an understanding of the circumstances and life styles of Negroes, Mexican Americans, Puerto Ricans, and other minority groups, and (2) utilizing reality-oriented resource units in family health and safety, homemaking skills, consumer education, and money management. The report is divided into two parts. Part I includes: (1) a discussion of family income distribution in the United States in 1960, using charts and graphs to illustrate percentages, (2) an analysis of changes in low family income in the United States during the period 1959-69, with special attention paid to race and sex, (3) a depiction of the life-styles of low-income families, with a discussion of the values common to this group, and (4) a bibliography of reading materials and films relating to the overall subject. Part II contains five selected curriculum units, all dedicated to improving the educational level of these families. These units are entitled as follows: (1) Family Health and Safety, (2) Consumer Education and Money Management, (3) Homemaking Skills: Food and Clothing, (4) Family Planning and Family Relationships, and (5) The Family and the Community. (CK)

ED 055 267 AC 010 856
Equal Educational Opportunity: 1. A Statement of the Problem, with Special Reference to Recurrent Education.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date 71
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Continuous Learning, *Educational Opportunities, *Educational Strategies, *Equal Education
Identifiers—*Recurrent Education

The Centre for Educational Research and Innovation of the Organisation for Economic and Cooperative Development (OECD) has as one of its priority activities the exploration for new strategies for equality of educational opportunity as part of the process of educational growth in the highly industrialized and technological societies of the OECD area. This activity is composed of an experimental and an analytical wing; this document discusses the latter. The analytical wing is concerned with the entire age group (and therefore the whole school population) and with the alternative strategies for bringing about equality of educational opportunity. This paper is divided into two parts. Part I outlines the various approaches to the problem of equal educational opportunity and Part II examines the concept of recurrent education in more detail. An added purpose of this document is to outline the framework of thought and to state the questions to which later publications in the series will be addressed. (Author/CK)

ED 055 268 AC 010 857
Horowitz, Morris A.
Increasing the Employability of Applicants in Professional Occupations. An Experimental and Demonstration Project in Boston Labor Market. Final Report.
Report No—DLMA-82-09-66-81-1
Pub Date Sep 68
Note—145p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 179 MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Demonstration Projects, *Diagnostic Tests, *Job Development, Occupational Guidance, *Professional Personnel, *Remedial Programs, *Unemployed
Identifiers—Boston (Massachusetts)

The purpose of this project was to demonstrate that individualized intensive services through the use of special diagnostic techniques remedial services and intensive job development would increase the employability of professional job applicants not otherwise readily competitive in today's job market. Procedures were developed for the selection of an experimental and a control group of hard-to-place unemployed professionals, and plans were evolved for giving special, intensive services to the experimental group. In the experimental group there were 274 job applicants, and in the control group, there were 285. (Author)

ED 055 269 AC 010 858
Selecting Teaching Techniques: Ideas for Instructors of Consumer-Homemaking Programs Working with Adults.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Students, Bibliographies, *Disadvantaged Groups, Females, *Home Economics Education, Information Sources, *Teaching Methods

This document is part of a series designed to help adult home economics education supervisors and instructors meet the consumer-homemaking needs of the low-income adult learner. The information contained in this part provides idea starters for developing ways to make more effective instructional presentations. Various methods and techniques applicable to the teaching of home economics to low-income adult learners are presented in chart form. A brief description of each method, guides and purposes for using, and suggested learning experience are provided. A source list and bibliography are included. Other publications in this series include: "Creating A Learning Environment," "Determining Program Content," and "Motivating the Learner." (Editor/CK)

ED 055 270 AC 010 859
Motivating the Learner: Ideas for Instructors of Consumer-Homemaking Programs Working with Adults.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Students, Bibliographies, Females, Homemaking Education, Information Sources, *Learning Motivation, *Low Income Groups, *Slides, Teaching Guides, *Teaching Techniques

This document is one of a series designed to aid instructors in meeting the consumer-homemaker needs of low-income adult learners. The information contained in this part provides idea starters for developing ways to encourage the adult learner to broaden his experiences. The contents are mainly a presentation of 91 slides that suggests methods based on fundamental principles of learning. A source list and bibliography are included. Other publications in this series include: "Creating a Learning Environment," "Determining Program Content," and "Selecting Teaching Techniques." (Editor/CK)

ED 055 271 AC 010 868
A Functional Literacy Project in Selected Establishments in Amman.
Ministry of Education, Amman (Jordan).
Pub Date 8 Aug 70
Note—43p.; Project undertaken as part of Unesco International Education Year
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Developing Nations, *Functional Illiteracy, *Labor Force, *Literacy Education, *National Programs, Occupational Surveys, Statistical Data
Identifiers—Amman, Jordan

A pilot project will be established in the city of Amman, Jordan, and its outskirts. Guidelines include: (1) Project activities should be centered around functional literacy; (2) Efforts should be directed to persons engaged in productive activity; (3) The curriculum should be oriented towards the specific work in which the worker is engaged; (4) The project should be the shared responsibility of the Ministry of Education and the industrial establishments. A pre-project survey determined the number of industrial workers to be about 20,000. Two questionnaires were used in the survey. One was addressed to the employer and was designed to obtain data about the total number of employees, the nature of industrial activity, the number of illiterate workers, and the location of the company. The second questionnaire was directed at the illiterate worker and aimed, through an interviewer, to obtain personal information about the worker and to determine whether the literacy center should be located in the industrial establishment or near the residence of the worker. (CK)

ED 055 272 AC 010 869
Gartner, Alan Riessman, Frank
The Transformation of Training: New Kinds of Consumer Based Services Require New Kinds of Training--Based on Participatory Simulation.
New York Univ., N.Y. New Careers Development Center.
Pub Date Oct 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Apprenticeships, *Human Services, *Professional Training, *Simulation, Skill Development, *Student Participation, *Training Techniques

If human services in America are to become more responsive to the needs of the consumer, the training of the service worker will have to be radically transformed. Currently, the training of human service workers resembles that of prolonged apprenticeships. Teacher training, for example, requires general education and broad knowledge rather than specific skills that would make the service more productive. Changes in the character of human services require that these services be more consumer oriented, that they be offered in the style of the consumer, and the consumer have the opportunity to critically evaluate the service and, most important, that the consumer be directly involved as service giver. The training of human service workers must prepare the worker for consumer participation. A training model is needed that is geared to the development of the specific skills required for effective service delivery. Participatory simulation can be applied to all kinds of training--that of teachers, social workers, doctors, and nurses. (CK)

ED 055 273 AC 010 870
Gartner, Alan Riessman, Frank
The Performance of Paraprofessionals in the Mental Health Field.
New York Univ., N.Y. New Careers Development Center.
Pub Date Jul 71
Note—26p.; Prepared for the American Handbook of Psychiatry, 1971

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Hospitals, *Indigenous Personnel, *Mental Health, Mental Health Clinics, *Paramedical Occupations, Patients (Persons), Professional Personnel, Research Reviews (Publications), *Role Perception, *Subprofessionals

A major concern of this article is to document the role of paraprofessionals in providing services for clients in the mental health and psychiatric fields. There are basically three types of paraprofessionals. The first type is the "old" hospital worker; he does not have a college degree, is not indigenous to the community in which he is working, comes from a low income background, is frequently Black or Puerto Rican, and does supportive therapeutic work. The second is typically a woman with a degree, generally engaged in substantive therapeutic work, and, mainly, white. The third is the indigenous paraprofessional who does hold a degree, is generally employed, and is engaged in therapeutically relevant work. A wide range of data on these professionals was collected. Although no one of the studies conducted is conclusive by itself, a number of them such as the Ellsworth study are well controlled and offer powerful evidence. However, the multiplicity of evidence derived from a great variety of different sources, stemming from different investigator biases, using diverse methods and indices, leads to the conclusion that paraprofessionals play an important role as treatment agents and contribute to the improved mental health of clients and patients in highly significant, often unique ways. (Author/CK)

ED 055 274 AC 010 871
Ledford, William D. Dotson, Robert S.
Homegrounds Improvement Practices of Selected Homeowners and Renters in Polk County, Tennessee. A Research Summary of a Graduate Study.
Tennessee Univ., Knoxville. Agricultural Extension Service.
Pub Date Sep 71
Note—28p.; Extension Study No. 16
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adoption (Ideas), *Attitudes, Extension Agents, Information Seeking, *Landscaping, *Maintenance, Nurseries (Horticulture), *Turf Management

This study was undertaken to determine the homegrounds improvement situation among 4-H families in Polk County, Tennessee. It was conducted for the purposes of: (1) obtaining information concerning characteristics of homeowners and renters, (2) determining which recommended homegrounds improvement practices they were using, and (3) identifying some of the factors influencing them to adopt practices. Representatives of 84 4-H families (65 homeowners and 19 renters) were interviewed in random samples for comparison. Data were analyzed in numbers and percent, and adoption levels of homeowners and renters were compared on the basis of practice diffusion ratings. Findings disclosed that the average interviewee in this study in 1966 had the following characteristics: (1) was about 44 years of age, (2) had completed about nine years of schooling, (3) was a rural non-farm resident, (4) was a housewife, and (5) lived in a house built between 1950-59. Homeowner families were more often farm families, older, first occupants of their homes, lived in homes built between 1950-1959, and spent more money for plants than did renter families. With regard to the adoption of 27 recommended practices studied, homeowners were consistently farther along than were renters on nearly all practices. With regard to eight attitude toward landscaping statements and eight attitude toward nurseries statements, renters had better attitudes than did homeowners on most of the statements. More owners than renters reported larger inventories of trees and shrubs. (Author/CK)

ED 055 275 AC 010 872
Perez, Armando
Basic Education and E.S.L. Counseling in the Work Incentive Program. A Summary.
Los Angeles City Schools, Calif.
Pub Date 70
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *English (Second Language), *Evaluation, Guides, Student Characteristics, *Student Problems, Test Results, *Vocational Counseling
Identifiers—Work Incentive Program

This report is an attempt to summarize some of the concerns and problems of the Work Incentive Program of Los Angeles. The educational counseling component of the program, Division of Adult Education, has as its major objective to maximize the opportunities of the WIN enrollee, who is encouraged to educationally advance himself vocationally and/or academically. Student questionnaires were distributed; a teacher survey was conducted; and statistical data on the classes were collected, in order to screen out the problems and concerns of this program. These were found to include the following: lack of student-teacher communication concerning vocational goals, lack of student motivation, varied abilities of students placed within the same classrooms, and personal and/or financial problems of students. The conclusion drawn from all the data collected is that the success of the program depends largely on the placement of students into vocational and on-the-job training programs, getting closer to job placement and off the welfare rolls. (CK)

ED 055 276 AC 010 873
Hire Now, Train Later Program Emphasizing Orientation, Coaching and Employer Involvement. Final Report.
Report No—DLMA-82-15-68-08-1
Pub Date Oct 69
Note—66p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 436 MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Adult Basic Education, Business, *Disadvantaged Youth, *Employment Programs, Industry, *Job Training, Off the Job Training, *Unskilled Workers, Vocational Adjustment
Identifiers—*Project JOBS NOW

The study is a second year-end report (Phase I) of the JOBS NOW project, based in Chicago, which operates on the 'hire now, train later' concept. The project consisted of four components: brief job orientation (two weeks) for disadvantaged youth; business, industry, labor, and agencies working together to employ the disadvantaged; the provision of support during a time of transition from an institutionalized setting to on-site in-company training; encouraging employers to develop on-site training, pre-site training, orientation, and upgrading programs that include general basic education as well as occupational skill training. The project's major thrust in the second year was to assist business and industry in assuming a primary role in dealing with the disadvantaged. (Author)

ED 055 277 AC 010 875
Williams, J. Earl
Retooling Our Human Resources for the Space Age (Papers and Findings: A Conference on Human Resources). Final Report.
Pub Date 71
Note—114p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 081 MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Conferences, *Disadvantaged Groups, Employment Programs, Job Training, *Manpower Development, *Unemployed, *Unskilled Workers
Identifiers—Houston, Human Resources Development Program, Texas

A conference was held to discuss the problems of the hard-core unemployed. The purpose of the conference was to spread the experience of the five Human Resources Development programs with special emphasis on Houston's success in the Outreach phase and to stimulate representatives from 12 southern states to promote HRD programs in their areas. (Author)

ED 055 278 AC 010 876
Bard, Paul F. Quinn, James L.
Logistics Management Education.
Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.
Report No—SLTR-15-71
Pub Date May 71
Note—45p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-727 029, MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Management Education, *Military Science, *Officer Personnel, *Resource Allocations
Identifiers—United States Air Force

This document is concerned with the forces of change, which are sweeping the nation, requiring the redefining of national objectives, the redetermining of national priorities, and the reallocating of the national resources. It has become increasingly imperative that military executives competently manage the vast resources entrusted to them to meet national objectives. The paper addresses the subject of logistics management education, describing some of the significant contributions to management from the military environment, discussing the important role of logistics in creating and supporting the combat forces and weapons required by the military establishment, and emphasizing the vital function performed by educational institutions, such as Air Force's, in developing the managerial abilities, technical skills, professional competency, and expertise of military logistics managers. (Author)

ED 055 279 AC 010 901
Office Machines Resource Materials for Adult Programs in Business Education.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date Jul 71
Note—52p.; Reprint
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Business Education, Directories, *Guides, Instructional Aids, *Office Machines, *Resource Materials

This annotated guide has been developed to acquaint the instructor of office machines with some of the materials that will permit him to do a more effective job of teaching. A list of instructional aids for the following machines are given: adding and calculating, data processing, duplicating, filing, keypunch, machine transcription, and typewriting. A directory of firms dealing with office machines is included. (CK)

ED 055 280 24 AC 010 903
Yaman, Nancy Hanson, Ralph A.
The Development and Evaluation of a Parent Training Manual for Home Instruction.
Southwest Regional Educational Lab., Inglewood, Calif.
Report No—SWRL-Prof-Pap-17
Bureau No—BR-6-2865
Pub Date 31 Aug 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, *Course Evaluation, *Guides, *Home Instruction, Kindergarten Children, *Parent Education, Reading Level
Identifiers—PAL, Parent Assisted Learning Program

The development of a simple and effective means of training parents and other non-professionals in the use of a home-based instructional program is the concern of this paper. The home-based program is the SWRL Parent-Assisted Learning Program (PAL). PAL was created as an adjunct to a broader communication skills program, First Year Communication Skills Program (FYCSP), a criterion-referenced instructional program, which includes research-based instructional materials and procedures and is designed to teach kindergartners basic reading skills. In developing the PAL Parent Guide four basic guidelines were followed: (1) minimizing the reading requirements for parents, (2) providing a means for parents to practice skills being taught, (3) providing a means for parents to evaluate their own learning, and (4) keeping training procedures as brief as possible. The current Parent Guide consists of 10 pages and includes the following: (1) a description of the purpose of the PAL Program, the materials included, and other basic information, (2) a description of the Practice Exercise and the General Instructional Procedures parents are to follow when using the Practice Exercises, (3) a series of exercises designed to give parents practice in using the General Instructional Procedures, (4) a pronunciation guide illustrating how the Program Words and Word Elements are sounded out and procedures for practicing the pronunciation of them. It was determined that the procedures used were successful in producing a low-cost guide. (CK)

ED 055 281 AC 010 904
Wedell, E. G.
The Place of Education by Correspondence in Permanent Education.
Council of Europe, Strasbourg (France). Council for Cultural Cooperation.
Pub Date 70
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Correspondence Schools, Educational Trends, Government Role, *Quality Control, Surveys, *Teaching Methods
Identifiers—Europe
The significance of permanent education and correspondence education for each other is obvious. As educational provision of the traditional type has expanded, so has the demand for education. One feature which most correspondence education systems have in common is that they cater mainly for adults. This survey attempts to assess the present situation in this field in the member States of the Council of Europe. It is based on information supplied by the member States. The significant elements only in the various national systems are presented. Statistics are not presented in standardized format. The report follows the particular characteristic of correspondence education, namely, its orientation toward its clients. The deductive approach is used. Chapter II identifies the correspondence. Chapter III considers the institutions which exist to meet the needs expressed by the clients. Chapter IV deals with the educational methods employed by these institutions and traces the development of educational methodology in this field. Matters of external control and assessment are treated in Chapter V. In Chapter VI, some possible future developments are outlined. In particular, this last chapter deals with the growth of international bodies concerned to standardize practices and raise the level of professionalism in the correspondence field. (Author/CK)

CG

ED 055 282 CG 006 579
Goldstein, Joel W.
Motivations for Psychoactive Drug Use among Students. Getting High in High School.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency—Maurice Falk Medical Fund, Pittsburgh, Pa.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—R-71-15
Pub Date 71
Note—29p.; Papers presented at Annual Meeting of the Eastern Psychological Association, New York, N. Y., April 15-17, 1971 and Annual Meeting of American Educational Research Association, New York, N. Y., February 4-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescence, Behavior, *College Students, Cultural Environment, Cultural Factors, *Drug Abuse, Individual Characteristics, Marihuana, Motivation, *Personal Adjustment, Personality, *Secondary School Students, Social Factors, Socially Deviant Behavior, Sociocultural Patterns, Student Attitudes, Student Problems, Values
The overall thrust of these 2 papers is that, with widespread drug use, we must re-examine motivation for drug usage and clearly distinguish between drug use and abuse. Considerable data is included on: (1) patterns of use; (2) relationships of use with peer attitudes and use; (3) the educational level of beginning use; and (4) attitudes and values related to use. The widespread use of drugs demands that the common practice of analyzing causation on the basis of personality differences between users and non-users be re-examined. Such analysis must take into account not only the user, but also which drug is used and cultural-environmental factors. The author, while acknowledging a continued role for personality variables in such analyses, clearly sees a trend toward explanatory mechanisms drawn from the study of collective behavior. Disavowing the usual moral-based refusal to distinguish between illicit drug use and drug abuse, the author offers a value-free view of usage which is related to the problems of adolescence and of secondary education: the adolescent wants to feel better, believes that drugs will work, has no constraints against using them, and has the opportunity. (TL)

ED 055 283 CG 006 609
Doctor, Ronald M. Marziani, A. William
Locus of Control of Reinforcement and Responsiveness to Social Influence.
San Fernando Valley State Coll., Northridge, Calif.
Pub Date Apr 71
Note—15p.; Paper presented at Western Psychological Association Convention, San Francisco, Calif., April 21-24, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, Behavior Change, *Behavior Development, Beliefs, *Expectation, Positive Reinforcement, *Reinforcement, Reinforcers, Rewards, Self Concept, *Social Influences
Rotter's (1966) "control of reinforcement" construct is a dimension of belief or expectancy about the locus of reinforcing consequences for behavior. A generalized disposition is represented which ascribes reinforcement contingencies to either "external" (and, hence, uncontrollable) factors or to "internal" sources in which case the individual perceives himself as the effective determinant of reinforcing events. In this study, the "-control of reinforcement" dimension was used to generate differential predictions about subjects' responsiveness to subtle social influence and experimenter effectiveness in producing change in verbal behavior. As predicted, "external" control Ss, selectively reinforced in a sentence construction task, evidenced significantly greater performance gains then "internal" Ss. Other differences are also reported. All differences are interpreted as being due to the internal's resistiveness to subtle forms of influence. Consideration of the control of reinforcement dimension as an important determinant of responsiveness to social influence in certain situations is emphasized. (Author/TL)

ED 055 284 CG 006 614
Gregor, Gary L. Conner, Hubert
Reciprocal Altruism: The Effect of Self-Esteem and Anticipation of Face-to-Face Interaction on Reciprocation.
Utah Univ., Salt Lake City.
Pub Date Apr 71
Note—18p.; Paper presented at Annual Convention of the Western Psychological Association, San Francisco, Calif., April 21-24, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, Behavior Patterns, Behavior Theories, Interaction, *Interpersonal Relationship, Motivation, Personality, *Rewards, *Sanctions, *Self Esteem, Self Evaluation
The study attempts to measure the effects of self-esteem and face-to-face interaction on a person's giving behavior (altruism). Seventy-two introductory psychology students were paired on a task which required that one of each pair become "indebted" to the other. Their roles were then reversed, and data was collected to see if the debtor-turned-creditor gave back more than he had received (reciprocal altruism). The theoretical bases, procedures, and variable manipulations are described in detail. A major finding of the study is the negative correlation between self-esteem and reciprocation. That is, persons with high self-esteem reciprocated less than those with lower self-esteem. Two possible interpretations are offered. It is also reported that, where subjects anticipated face-to-face confrontation with the other member of their pair, they were more likely to reciprocate. Overall, a cynical interpretation of this finding is favored by the authors: in the absence of a threat to punishment, one doesn't repay his debts unless he must face his creditor. (TL)

ED 055 285 CG 006 626
Bowden, Delbert Anton
Pupil Services for the Inner-City "House" School.
Northwestern Univ., Evanston, Ill. School of Education.
Pub Date Jun 71
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Demonstration Programs, Educational Improvement, Educational Innovation, Educational Objectives, Educational Problems, *High School Organization, *High Schools, *House Plan, *Models, *Pupil Personnel Services, School Organization, School Services, Secondary Education, Staff Role
A model program of pupil services for Chicago's inner-city high schools is proposed. It is based on the house plan of school organization, wherein a large comprehensive high school is divided into small sub-divisions called houses. The deficiencies and unmet goals of Chicago's inner-city high schools (e.g., low attendance, high dropout rate) are briefly discussed. The house plan literature is exhaustively reviewed and is shown to effectively deal with the problems of Chicago's schools. The description of the model program is extensive and includes: (1) administrative organization; (2) relationships between goals, curriculum, student body, facilities and staff; (3) actual services, facilities and equipment needed for implementation; and (4) staff roles. The model is then compared with: (1) the current services in Chicago's high schools; (2) selected national, state and local guidelines; and (3) the shortcomings of Chicago's pupil services as described in the 1964 Hauser and Havighurst reports. Implications and recommendations conclude the dissertation. (TL)

ED 055 286 CG 006 627
Rubenstein, Daniel I.
An Examination of Social Participation Found among a National Sample of Black and White Elderly.
Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.
Spons Agency—Public Health Service (DHEW), Arlington, Va.
Pub Date 15 Apr 71
Note—45p.; Paper presented at Eastern Psychological Association Annual Meeting, New York, N. Y., April 15-17, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Black Community, Caucasians, Demography, Disadvantaged Groups, Economic Disadvantagement, Minority Groups, *Negroes, Older Adults, Racial Factors, Residential Patterns, *Senior Citizens, Social Characteristics, Social Discrimination, *Social Relations, *Socioeconomic Influences
The primary focus is on black persons, aged 65 or older. Almost 4,000 non-institutionalized black and white elderly comprised the final, nationwide sample. Various demographic data are presented, e.g., place of residence, income, marital status, education, religion, occupation, etc. for the entire sample and significant differences between black and white elderly are established. The unequal position of the black elderly is emphasized, much of it seen simply as the exacerbated continuation of earlier disadvantagement. On the basis of the demographic data, as well as the results of testing his major hypotheses, the author concludes: (1) that the black elderly are with us and their living conditions are in dire need of improvement; (2) that the black elderly are no more alone and isolated than the general elderly population; and (3) that the emotional state of well being (morale) is not significantly different for black elderly than for white elderly. (TL)

ED 055 287 CG 006 631
Hartmann, Donald P.
New Developments in Behavior Modification with Children. Leaving the 60's: Behavior Modification with Children.
Utah Univ., Salt Lake City.
Pub Date 71
Note—24p.; Papers presented at Annual Conference of Chairmen of Departments of Psychiatry, Salt Lake City, Utah, September, 1970, and Western Psychological Association Annual Meeting (51st, San Francisco, April 21-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anti Social Behavior, Behavior, *Behavior Change, *Behavior Problems, *Children, Classroom Techniques, Discipline Problems, Evaluation Methods, Parent Child Relationship, Problem Children, *Research Design, *Research Methodology, Teacher Behavior
Both papers deal essentially with the same content. The author discusses briefly the popularity of behavior modification in the treatment of children and characterizes early behavior modification studies as: (1) overly reliant on undesirable features of the antipathetic medical model; (2) too limited in its selection of target subjects and problem behaviors; and (3) methodologically shoddy, witness incomplete data, unknown relia-

bility, and undemonstrated validity. More recent trends in behavior modification with children are then examined. Briefly summarized, these include: training more and different kinds of people, applying a greater variety of techniques, following more relevant assessment procedures, to a broader range of children, who display more complex behaviors, and doing so in a greater range of contexts and in larger social units. In addition more sophistication and careful evaluation are being utilized. Future trends are discussed. (TL)

ED 055 288 CG 006 632
Stephens, Mark Delys, Pamela
Subcultural Determinants of Locus of Control (IE) Development. A Locus of Control (IE) Measure for Preschool-Age Children: Model, Method, and Validity.
Purdue Univ., Lafayette, Ind.
Pub Date May 71
Note—21p.; Papers presented at Midwestern Psychological Association Convention, Detroit, Mich., May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anglo Americans, *Behavior, *Cultural Factors, Ethnic Groups, Indians, *Measurement Instruments, Negroes, *Preschool Children, Preschool Tests, Reinforcement, Social Reinforcement, Socioeconomic Background, *Socioeconomic Influences, Socioeconomic Status, Spanish Americans, Teaching Techniques
Identifiers—*Locus of Control
Both papers are concerned with locus of control (of reinforcement) expectancies among young children, especially preschoolers. The first reviews a number of studies which examined the relationship between locus of control, socioeconomic status, and ethnicity. The results indicate that (1) economic status is consistently related to locus of control, at least within ethnic groups; (2) lower class black and Appalachian white children show the most extreme External Control expectancies -- notably moreso than Indian children; and (3) girls have higher Internal Control expectancies than boys in the Anglo- and Afro-American cultures, but this reverses in the Indian and Chicano populations studied. The second paper discusses the theory underlying, and the development of, a measurement instrument for assessing whether young children expect that reinforcement is contingent on their behavior or not. Both papers emphasize as crucial the development of school programs, parent education programs, and clinical procedures for the optimal development of internal control expectancies among young children. (TL)

ED 055 289 CG 006 634
Griffiths, Anita
Tests as a Form of Rejection of Minority Group Children.
Pub Date 71
Note—8p.; Paper presented at Canadian Guidance and Counseling Association convention, Toronto, May 30 - June 2, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability, Intelligence Tests, Mexican Americans, *Minority Group Children, Negro Achievement, *Psychological Tests, *Self Esteem, *Social Discrimination, *Tests
The author claims that the dignity and self-esteem of minority group children in particular are effectively destroyed in schools. Racial and ethnic prejudices create the vicious cycle of low expectations -- low achievement -- lower expectations. Abilities are further undermined by the emphasis in schools on verbal skills and reading as opposed to non-verbal skills. Ability tests, standardized with middle class white children and geared to their value system, are used to classify all children for the rest of their lives; however, most minority group members cannot do well because of the test's irrelevance or senselessness. Because these children's backgrounds and experiences are so diverse, standardized tests provide little help in achieving the goal of equal educational opportunity when used for grouping children. However, if they are used to develop recommendations for individualized instruction, to provide experiences appropriate to the development of each child, they have value. Several examples of intelligent test items which are potentially unintelligible or likely to be misinterpreted, are cited. (KS)

ED 055 290 CG 006 645
Douglas, Jack D.
Youth in Turmoil. America's Changing Youth Cultures and Student Protest Movements. Crime and Delinquency Issues: A Monograph Series.
California Univ., San Diego.
Spons Agency—National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.
Pub Date 70
Note—253p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Activism, Adolescents, College Students, Cultural Factors, *Culture Conflict, Generation Gap, Social Adjustment, Social Environment, Socially Deviant Behavior, Social Values, *Student Alienation, Student Attitudes, Student Behavior, Students, *Student Subcultures, Subculture, *Youth, Youth Problems
In this monograph, student protests and disturbances are viewed within a broad and well-informed framework, which includes: (1) the growing importance of youth and college students in American society; (2) the changing social position of youth and the rise of a generalized youth subculture; and (3) perspectives on cooperative subcultures, deviant subcultures, and rebellious subcultures. The author examines comparative theories of student protest movements from other cultures, as well as discussing the varied theories which have attempted to explain the American student protest movement. Also included is a fairly comprehensive overview of the historical development of the student movement in our country. In a final section, the author discusses "what is to be done?" and points to the complexity of developing social and educational policy. Several approaches are presented as possibilities for working with student protest and their possible impact is explored. (TL)

ED 055 291 CG 006 648
Johnson, Charles D.
Personality Attributes and Preference for Group versus Individual Work Situations.
Wisconsin Univ., Milwaukee.
Pub Date Apr 71
Note—8p.; Paper presented at Eastern Psychological Association Annual Meeting (42nd, New York, N. Y., April 15-17, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Group Experience, *Group Relations, *Individual Activities, *Individual Characteristics, Interpersonal Relationship, Personality Tests, *Teamwork
Reported relationships between individual characteristics and group performance have been weak, but Davis (1969) and Johnson (1970) found that a subject's stated preference for working alone or in a group was associated with differences in group performance. In the present study, preference for group or solo participation was examined in relation to personality measures that focus on interpersonal behavior. On the Fundamental Interpersonal Behavior Organization and Maudsley Personality Inventory Scales, individuals stating a preference for groups consistently scored in the direction of greater social responsiveness and extraversion than individuals preferring solo participation, and were more amenable to attempts by others to exercise control in social interaction. Ratings of such subjects by their co-participants in group decision-making were highly intercorrelated, the most extravert subjects being most likeable. Furthermore, subjects preferring group to individual decisions were found to be more socially responsible. Choice of a work setting in an ambiguous situation may be associated with interpersonal stances that individuals consistently wish to adopt. (Author/KS)

ED 055 292 CG 006 655
Martin, William E.
College Student Values: An Historical and Conceptual Perspective.
Pub Date Apr 71
Note—9p.; Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N. J., April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Beliefs, *College Students, *Measurement, *Student Attitudes, Student Opinion, *Values
Identifiers—College Student Value Questionnaire
A historical survey of the literature and research on values and value measurement is presented. Various approaches to value study such as the Allport-Vernon-Lindsey model and the work of Adorno, et al in "The Authoritarian Personality" are discussed and analyzed. The author suggests that the models set forth in these works are not sensitive enough to catch the present subtleties of value structure and change on our college campuses. In addition, special emphasis is given to recent attempts to define and assess college student values and value change with comments on the efforts of Keniston, Wheelis, and Rokeach. Finally, the author presents a conceptual model of values and their relationships to the belief and attitude systems of Rokeach and show how this conceptual model is related to the development of the College Student Value Questionnaire, an instrument for measuring contemporary college student values. (Author/MA)

ED 055 293 CG 006 658
McHoes, L. N. Block, Karen K.
Instructions and Problem Shifts: Their Implications for Theory in Concept Learning.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Pub Date May 71
Note—26p.; Paper presented at Midwestern Psychological Association convention, Detroit, Mich., May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, *Concept Teaching, *Elementary School Students, *Hypothesis Testing, Learning Processes, Mathematical Models, *Shift Studies
The purpose of this study was to investigate the effects of hypothesis testing instructions compared to brief instructions on the speed of shift problem solution of grade school age subjects, in order to provide information on the development of hypothesis testing behavior in children and the sampling characteristics of hypothesis testing in these younger subjects. A second purpose was to apply models of analysis suggested by quantitative models of Concept Identification to the data from a traditional shift study with children, in order to provide some information regarding the processes which result in concept acquisition. Comparison of post-shift solution rates revealed that the effect of the detailed instructions was to decrease the difference between reversal (R) and non-reversal (NR) shifts in the predicted direction, and R shifts were still solved more quickly than NR shifts. Further analyses revealed that the data could not be accounted for by no-memory hypothesis sampling models. It is suggested that current developmental theories which can account for the relative difficulty of R and NR shifts be elaborated to quantitative models of children's concept learning. (Author/TA)

ED 055 294 CG 006 662
Lutes, Carol
Equal Opportunity -- and You.
Public Service Commission of Canada.
Pub Date 1 Jun 71
Note—23p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Change, *Career Choice, *Career Planning, *Females, Role Perception, *Vocational Counseling, Womens Education, *Working Women
Identifiers—Canada
The author suggests alternatives to chip away at occupational traditionalism and vestigal hang-ups shared by men and women about women in the world of work, and which encourage the development of programs to ensure that equal opportunity will be a reality. Background statistics are presented which indicate that women are increasingly entering the world of work, but are increasingly concentrated in the relatively less skilled, less rewarded, and less rewarding fields of work. Restrictive hiring practices and subtle forms of discrimination which still persist based on old myths about women's capacities, performances, their work life expectancy, and their absence rates are cited. Several ideas are recommended for counselors. Among these are: special careers' nights for girls and their parents to broaden the perspectives of both on their work horizons; more and better occupational information designed to erode the

stereotypes and encourage a wide range of occupational choice; stimulate early interest in developing individuality of girls; use of parent conferences to help parents understand changing roles and changing choices in the career decisions of girls; and use of co-educational group counseling sessions to explore attitudes and expectancies. (MA)

ED 055 295 CG 006 670
Trueblood, Roy W. McHolland, James D.
Self-Actualization and the Human Potential Group Process.
Kendall Coll., Evanston, Ill.
Pub Date [70]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Group Experience, *Groups, Human Development, *Personal Growth, *Self Actualization

A control group design was used to determine whether junior college students who participated in a Human Potential Group became more self actualized than those who didn't. Growth in self-actualization was measured through pre- and post-administrations of the Personal Orientation Inventory. Findings show that (1) students in the Human Potential Groups made significantly greater movement toward self-actualization than the controls; and (2) changes were generally distributed among the Human Potential participants rather than limited to a few. (TL)

ED 055 296 CG 006 671
Beal, Rubye M.
Open Admissions in the Community Junior College.
Santa Fe Junior Coll., Gainesville, Fla.
Pub Date Apr 71
Note—11p.; Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N. J., April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Admission, *Community Colleges, *Junior Colleges, *Junior College Students, *Open Enrollment, Programs

The public community junior college is the one institution of higher education that purports to serve all of the people all of the time. Characterized by an open admission policy, these colleges accept all students who can profit from an educational experience. Community colleges are attempting to provide creative ways of humanizing the educational process. Some of these innovative approaches are (1) removal of a punitive grading system; (2) removal of psychological and physical barriers to education; (3) provision for individual progress according to the individual's time schedule; (4) provision of positive programs and exciting learning experiences; (5) planned strength bombardment and focus upon development of individual potential; (6) provision of well-prepared student personnel workers; (7) provision of well-prepared, creative teachers committed to the junior college philosophy; and (8) meaningful involvement of students in the real life of the college -- e.g., in curriculum decisions, community involvement, and teacher evaluation. (Author)

ED 055 297 CG 006 673
Cameron, Samuel M. And Others
The Effect of Exposure to an Agressive Cartoon on Children's Play.
Beaver Coll., Glenside, Pa.
Pub Date Apr 71
Note—10p.; Paper presented at Annual Meeting of Eastern Psychological Association, New York, N. Y., April 15-17 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Behavior, Behavior Theories, Learning, Pictorial Stimuli, *Play, *Preschool Children, *Stimulus Behavior, Violence, Visual Stimuli

The authors discuss their replications of 2 prominent studies in the area of modeling aggressive behavior; those of Lovaas and Bandura. In the first, they predicted that, given the same socio-economic background, there would be no differences between black and white children in the amount of aggressive play subsequent to viewing an aggressive cartoon. No significant differences are shown between the experimental and control groups for either blacks or whites. The second study, in which 43 pre-schoolers were divided into 3 subject groups, varied the level of aggressive content by showing a different cartoon to each group. It was assumed that the children exposed to the most aggression would emit the most aggressive responses in a subsequent free play period. Again, no significant differences were found. The authors discuss their inability to demonstrate a previously well-documented effect. (TL)

ED 055 298 CG 006 679
Torney, D. J.
The Rap Room -- A University Peer Counseling Center.
Waterloo Univ. (Ontario).
Pub Date [70]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Nonprofessional Personnel, *Student Needs, *Student Participation, *Student Personnel Services, Student Personnel Work, Student Personnel Workers, Student Problems, Student School Relationship, Student Welfare, *Volunteers

The Rap Room, as described in this report, is a 24-hour, 7-day-a-week, drop-in center for troubled students. Peer rather than professional help is available to students worried about personal, academic or financial problems. Three major intentions are discussed: (1) to give students an alternative to professional counseling; (2) to offer training to students who wish to help others; and (3) to make contact with the University Counseling Center available 24 hours a day. The recruitment, training, and functions of volunteers are described. Widespread use has been made of the Rap Room, and its services greatly expanded to meet the need system of the student culture. Problems which remain center around volunteers who miss shifts or give advice when they should be listening. In general, the volunteers are pleased with the work which has been done. (TL)

ED 055 299 CG 006 681
Erlich, A. C., Ed.
Parent-child Interactions.
Purdue Univ., Lafayette, Ind. Measurement and Research Center.
Pub Date May 71
Note—10p.; Paper presented at Canadian Guidance and Counselling Association convention, Toronto, May 30 - June 2, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, Child Rearing, Children, *Family Environment, *Family Influence, Family Problems, Family Relationship, Family Status, Identification (Psychological), Parental Background, *Parent Child Relationship, Parent Responsibility, Parents, Student Attitudes, *Student Opinion, *Youth, Youth Problems

This survey investigates 6 major questions: (1) do adolescents and their parents perceive youth as overindulged; (2) are parent-child communication channels open; (3) has understanding between parents and their children broken down; (4) do children identify with their parents; (5) has discipline been permissive; and (6) do adolescents reject the Establishment? Results are based on a national sample of 2,000 10th through 12th graders, randomly selected to match 1960 census distributions for sex, grade in school, residence and geographic region. Some data on parents was also obtained. The findings include: (1) as a gripe about youth, overindulgence ranks very low; (2) the degree of influence in family decisions correlates positively with parent-to-child and child-to-parent visibility, (3) half the parents were reported as "moderately strict," only 7% as "not at all strict;" (4) evidence indicates that children do identify with their parents when it comes to ranking gripes about youth today; and (5) 6-12% of the sample are skeptical about joining the Establishment. (Author/TL)

ED 055 300 CG 006 683
Hardie, Virginia S. Anderson, John R.
College Students: A Revealing Comprehensive Seven-Year Study of 1106 University Freshmen Attrition, Graduation, and Followup.
Clemson Univ., S.C.
Pub Date Aug 71
Note—134p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971
Available from—Counseling Center, Clemson Univ., Clemson, S.C. 29631 ($2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, Academic Standards, Admission (School), *Admission Criteria, *College Students, Graduation, *Student Ability, Students

College Entrance Examination Board Scholastic Aptitude Test decile scores for 1106 university freshmen compared (annually for 7 years) with student achievement, attrition, and graduation showed positive correlation for some academic majors and correlations only at the extremes for other majors. Two hundred, or 36% of all drop-outs, were apparently capable of succeeding in college, and, except for a relatively few outstanding students, achievement was found to represent, in effect, a pass-fail system. After 7 years 539 or 48.7% of the entering group were graduated, 555 or 50.2% were lost by attrition, and 12 or 1.1% were eligible to continue. A follow-up questionnaire showed that 59 or 5.3% of the entering group were graduated from other 4-year colleges and a projection technique indicated that a total of 160 or 28.8% of all drop-outs may have been graduated elsewhere, making an estimated total of 699 or 63.1% of the original class who may have received a bachelor's degree in 7 years. This study cautions against basing academic prediction upon a simplistic use of the total SAT score and supports the independent use of the verbal and mathematical scores in relation to various college majors. (Author)

ED 055 301 CG 006 685
Drewniany, Henry F.
Elementary School Guidance in Connecticut. Bulletin 114.
Connecticut State Dept. of Education, Hartford.
Pub Date 70
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Counselor Role, *Elementary School Counselors, *Elementary School Guidance, *Elementary School Students, Exceptional Children, Guidance, Guidance Programs, *Models, *Pupil Personnel Services, Students
Identifiers—Connecticut

This publication focuses on diversity and presents a general model of elementary school guidance programs that is responsive to the need for diverse programs. Five elementary school guidance programs are described. These were arbitrarily selected from communities represented on the Advisory Committee on Elementary School Guidance Services in Connecticut. The authors hope that these 5 programs will serve to show how certain urban, suburban, and rural communities have responded to the guidance needs of their children. The general model presented grew out of a careful consideration of the common threads running through these programs and from the recommendations of the advisory committee as to what might constitute a model program. The focus of this model is on the importance of early identification and prevention of learning problems of all children. Of primary concern is the effective school placement of exceptional children. (Author)

ED 055 302 CG 006 686
Report of the 9th Annual All Ohio Junior High Guidance Conference. Up, Up With People -- Through a Galaxy of Services for the Individual.
Ohio School Counselors Association.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.
Pub Date Jul 71
Note—68p.; Reprint from proceedings of 9th Annual All Ohio Junior High Guidance Conference, May 7, 1971, Toledo, Ohio
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counselor Evaluation, *Counselor Functions, Guidance, *Guidance Objectives, Guidance Programs, *Pupil Personnel Services, Social Work, *Workshops

Approximately 300 school counselors, other educators, and guests from the state of Ohio met to discuss and evaluate the many services offered to school-age children by the helping professions. Eighteen workshop sessions are summarized in this report. These workshop sessions were concerned with the following: (1) sex education and the health curriculum; (2) social work services in the inner city; (3) the role of the instructional resource center; (4) help for the learning disabled child; (5) career orientation; (6) "sheltered training experience project" (a program for the

physically handicapped in Toledo); (7) family life education; (8) a drug intervention center; (9) student rights-student unrest; (10) behavior modification; (11) teaching the unteachables; (12) adapting materials to the educable mentally retarded; (13) the problems of planning group testing programs; (14) negotiating counselors' salaries; (15) the concept and process of staff development; (16) the Hillcrest project -- on on-the-job training program; (17) regional pupil personnel centers; (18) ASCA issues related to middle and junior high schools. The related theme of accountability was dealt with in each of the 18 workshops. (RK)

ED 055 303 CG 006 687

Belgum, Harold J. And Others

An Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States.

Minnesota Univ., Minneapolis.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 71

Note—193p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Colleges, *Evaluation, *Human Development, Program Coordination, Program Descriptions, Program Development, *Study Centers, *Universities, *Youth, Youth Problems, Youth Programs

Glaring inadequacies and a lack of coordination in the field of youth development stimulated the extensive data collection and analyses presented in this report. Recent and current efforts in the youth development area at the college and university level were surveyed. Among the data reported are: (1) administrative perceptions of youth programs, youth development centers, and the concept of youth development; (2) descriptions and analyses of operating or potential youth development centers located in colleges and universities; (3) colleges offering degree programs in the youth area; and (4) extensive personal data on persons identified as youth specialists. A history of the rise and demise of university-based centers concerned with youth provides background for the current problems being encountered in developing a unified, national program. The feasibility of a national system of youth development centers (regional, state and local) is discussed. Based on the considerable data, analyses and discussions, several recommendations are made, the essence of which is that only a joint effort by the universities and the federal government will result in a coordinated, nationwide youth effort based on solid knowledge and competence. (TL)

ED 055 304 CG 006 688

Kelly, Eugene W., Jr.

Changes in Racial Prejudice and Dogmatism as a Result of Interracial Counselor Training Experiences.

South Carolina Univ., Columbia.

Pub Date 7 Apr 71

Note—14p.; Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Changing Attitudes, *Counselor Attitudes, *Counselor Training, Disadvantaged Groups, Dogmatism, *Institutes (Training Programs), Race Relations, Racial Attitudes, *Racial Discrimination, Racism, T Groups

After failing to obtain a change in racial attitudes during an initial counselor training institute, changes were made for a subsequent institute. The second institute eliminated large group sessions, emphasized small group encounter and provided biracial leadership in each small group. Some participants also received special training in genuineness. Results of the second institute indicated that at the end of the institute whites expressed significantly less prejudice toward Negroes, one small group showed significantly less global social distance, and members of the genuineness training group expressed significantly less racial prejudice as well as global social distance. (Author)

ED 055 305 CG 006 689

Martin, Roger D.

Discrimination Training with Lay Counselors.

Saskatchewan Univ., Saskatoon.

Pub Date 71

Note—6p.; Paper presented at Canadian Guidance and Counselling Association convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counselor Training, *Evaluation Methods, *Evaluation Techniques, *Laymen, Program Evaluation

Discrimination training in a specific, short-term, lay counseling program aimed at producing effective helpers is evaluated. Success of various lay training ventures appears to be related to the organization of specific programs with emphasis on core conditions. A week-long training program patterned after Carkhuff (1969b) included the conditions of empathy, regard, and genuineness; training in the action aspects of counseling; and experienced-based learning in interpersonal relations and communication skills. Carkhuff's Index of Discrimination was administered to the experimental group both before and immediately after their training experience. Each experimental subject nominated a control subject similar to him in age, education, vocation, interests, etc. There was also a 3rd random control group. The 3 groups were roughly equivalent before training, with the experimental group tending to do somewhat higher in level of discrimination ability. This group improved considerably after the training program, while both the matched control group and the random control group declined slightly. Thus, the study shows that at least on the discrimination variable, lay helpers can be quickly and effectively trained. (MA)

ED 055 306 CG 006 693

Shaw, Marvin E.

Changes in Sociometric Choices Following Forced Integration of an Elementary School.

Florida Univ., Gainesville.

Pub Date [71]

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Changing Attitudes, Classroom Integration, *Elementary School Students, Equal Education, Group Membership, *Group Relations, Hostility, Race Relations, Racial Attitudes, Racial Balance, *Racial Discrimination, *School Integration

It is generally agreed that increased acceptance may be expected when members of different groups interact on an equal status basis, in an atmosphere of goodwill toward men. This study was planned to examine the proposition that the effects of interracial association on tolerance and acceptance of other group members depends upon the circumstances under which the association occurs. Carried out in an elementary school that had experienced massive integration in the middle of the school year, the study was run in 2 parts: the first concerned sociometric choices of pupils and the second concerned interactions of black and white pupils in the classroom. Both sociometric and interaction data revealed a strong tendency for members of each group to prefer to associate with other members of their own race. Furthermore, this tendency was not improved by a year of association in a school situation that appeared to have ideal conditions for fostering interracial acceptance. Yet, although equal status association may not eliminate the cleavage between races, it may eliminate much of the hostility that has been fostered by unequal status non-association. (Author/TA)

ED 055 307 CG 006 694

Hamilton, Viola Lee Shaver, Kelly G.

New Left Beliefs, Trust in Others, and Instrumental Cheating.

College of William and Mary, Williamsburg, Va.

Pub Date [70]

Note—14p.

Available from—Kelly G. Shaver, Department of Psychology, College of William and Mary, Williamsburg, Va. 23185

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, College Students, Ethical Values, *Interpersonal Relationship, *Political Attitudes, Student Attitudes, *Student Behavior, *Values

This study represents an attempt to relate activist ideology to behavior in settings that are not explicitly political. Two characteristics, interpersonal trust and a need for ethical consistency, were translated into empirical questions and studied accordingly. Subjects were undergraduate college students who scored low or high on the New Left Scale and the Political Activities Scale. Results of the experiment indicate that (1) activists demonstrate greater interpersonal trust than do conservatives, and even when that trust is diminished by interaction, activists appear more willing to acknowledge their opponents' strengths; (2) activist students more readily admit ethical transgressions, when confronted, than do more conservative students; and (3) components of primarily political attitudes can be related in predictable ways to behavior in situations that are not explicitly political in nature. (Author/TA)

ED 055 308 CG 006 695

Frick, Donald L.

Counselors' Self-Analysis of Their Training as Related to Their Counselor Role and Functions.

Colorado State Univ., Ft. Collins.

Pub Date 10 May 71

Note—34p.

Available from—Donald L. Frick, Department of Education, Colorado State Univ., Ft. Collins, Colo.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling Services, Counselor Qualifications, *Counselor Role, *Counselors, *Counselor Selection, *Counselor Training, *Occupational Information

This study was conducted to gain information from and about public school counselors concerning the relationship between their role and function and the nature of their counselor preparation training. It was also intended to determine the changes in training and counselor function necessary to provide for more adequate vocational counseling for all students. Conclusions include the following: (1) a need for revisions in present counselor certification standards; (2) a need for greater clarification of counselor role; (3) a need for more on-going training in occupations for practicing counselors; (4) a need to decrease the range and increase the intensity of counselors' efforts; (5) a perceived disparity between course preparation and role performance; (6) maintenance of the pre-requisite teaching experience, with flexibility for substitute experiences; (7) an increased emphasis on experiential activities in their preparation curriculum; (8) a need to base selection and retention of counselor candidates on ability and desire to deal with human relations factors rather than on academic aptitude and performance; (9) a required internship as an integral part of their preparation; and (10) practicum experience limited to the level on which the counselor will practice. (Author/TA)

ED 055 309 24 CG 006 714

Edwards, Keith J.

The Effect of Ability, Achievement, and Number of Plays on Learning from a Simulation Game. Report Number 115.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-115

Bureau No—BR-6-1610

Pub Date Sep 71

Grant—OEG-2-7-061610-0207

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conceptual Schemes, Economics, Experimental Teaching, *Game Theory, *Instructional Aids, *Learning Processes, *Learning Theories, *Simulation, Students, Teaching Techniques

This study examines the effect on learning of repeated plays of the simulation game "Trade and Develop" (T/D). It also examines the effects of students' ability, using a general measure (determined by school tracking procedures) and a specific measure (achievement test in the specific class). The results of the study indicate that, after playing the basic version of T/D twice, further playing of the basic game or the advanced game will not increase students' understanding of the mechanics of the game (perceptions), strategies of play, or analogies between the game model and the real situation. The effects of students' general ability on learning in the game were weaker for learning of strategies than for learning of perceptions of the game, or for understanding of the analogies between the game and real life. The learning of perceptions and of strategies was not related to the specific measure of achievement, but the correlation between learning of analogies and the achievement measure was significant. (Author)

ED 055 310 24 CG 006 715
Jones, G. Brian And Others
Development and Evaluation of a Comprehensive Career Guidance System. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—AIR-758-6-71-FR
Bureau No—BR-7-0109
Pub Date Jan 71
Grant—OEG-0-8-07109-3530(085)
Note—268p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Career Planning, *Computer Oriented Programs, *Developmental Guidance, Goal Orientation, *Guidance Programs, Occupational Choice, *Systems Approach, Vocational Development
A Comprehensive Career Guidance System (CCGS) for programs of individualized education where computer support facilities are available is described. The CCGS program employs a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and counseling experiences for youth. This systematic approach involves 5 types of activities: (1) identification of youth development needs; (2) classification of objectives by commonalities and priorities; (3) specification and selection of all possible alternative strategies for individualized programs; (4) design, scheduling, and implementation of selected strategies; and (5) evaluation and feedback of the efficiency and effectiveness of designed programs. The authors suggest that the ultimate aim of this program is to provide a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional, counseling, and evaluational materials and procedures available for student, parent, counselor, and teacher use. (Author/RK)

EA

ED 055 311 24 EA 003 465
ERIC Abstracts: A Collection of ERIC Document Resumes on Evaluating Teacher Effectiveness. ERIC Abstracts Series, Number Twenty.
American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Apr 71
Contract—OEC-0-8-080353-3514
Note—28p.
Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00, quantity discounts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, Bibliographies, Educational Administration, *Effective Teaching, Evaluation, Evaluation Criteria, *Evaluation Methods, Merit Rating Programs, Performance Criteria, *Teacher Evaluation, *Teacher Rating, Teaching Skills
ERIC abstracts on evaluating teacher effectiveness, announced in RIE through March 1971, are presented. The key terms used in compiling this collection are "teacher evaluation" and "teacher rating." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

ED 055 312 EA 003 614
Nolte, M. Chester, Ed.
Law and the School Superintendent. Second Edition. Being a Revision of Volume I of the Legal Problems of Education Series.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 71
Note—295p.
Available from—W. H. Anderson Company, 646 Main Street, Cincinnati, Ohio 45201 ($8.50)
Document Not Available from EDRS.
Descriptors—Collective Negotiation, Court Cases, De Facto Segregation, Discipline Policy, Dress Codes, Educational Legislation, *Freedom of Speech, Private Schools, Religious Discrimination, *School Integration, *School Law, *School Superintendents, *State Church Separation, Student Rights, Student Transportation, Teacher Militancy
Identifiers—Labor Mediation, School District Tort Liability
This book provides superintendents with a perspective on the complexities of school law problems. Nine experts in the field of school law comment within four broad topic areas: (1) a general overview of the legal status of the school superintendent including statutory as well as common law considerations, (2) issues raised by desegregation including defacto segregation cases and the problems of pupil transportation, (3) church-state relations, and (4) collective bargaining and freedom of speech as they affect the school superintendent. (Author/JF)

ED 055 313 EA 003 622
Student Involvement: A Bridge to Total Education. Revised Edition.
North Carolina State Board of Education, Raleigh.
Pub Date Jan 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Administrative Policy, Cocurricular Activities, Curriculum Enrichment, Human Relations, *Student Attitudes, *Student Government, Student Needs, Student Organizations, *Student Participation, Student Reaction, Student Role, Student School Relationship, Student Teacher Relationship
Identifiers—Task Force Student Involvement
This report recommends to administrators and students ways of opening channels through which students can express their opinions about administrative decisions and assume greater responsibility for solving their educational problems. The recommendations cover general administrative policies, attitudes and actions of administrators, attitudes and actions of students, extracurricular activities, student councils, human relations, hypersensitive areas (such as student elections for cheerleaders and activity queens), and curriculum. Related documents are ED 035 987 and EA 003 572. (JF)

ED 055 314 EA 003 623
Shannon, Thomas A.
The New Tactics Used by Plaintiffs in Imposing Their Views on, or Enforcing Their Rights Against, Public School Boards.
Pub Date 2 Apr 71
Note—18p.; Speech presented at National School Boards Association Council of School Attorneys Annual Convention (31st, Philadelphia, Pennsylvania, April 2, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Boards of Education, *Court Doctrine, *Court Litigation, *Court Role, Disadvantaged Youth, Educational Legislation, *School Law, Speeches, State Laws, Student Rights, Teacher Associations
Identifiers—School District Tort Liability
This speech outlines factors that have caused courts to take more active roles in resolving educational problems. Among these factors are the increase in the importance of education, an increasing proclivity to resort to courts, efficient mass communication media, and an inability of legislative bodies to provide all of the solutions to problems of the times. Consequently, the courts have been creating new law, rather than simply redressing alleged wrongs. Accompanying this trend are such new plaintiff tactics as (1) press conferences designed to focus attention on the plaintiff's theory of the case, (2) political pressures on school board members to settle out of court, (3) demands for general and punitive damages, (4) expansion of the class action concept, (5) vigorous and uncompromising legal advocacy by legal groups litigating "law reform" issues, and (6) more extensive representation of public school employee organization members. (JF)

ED 055 315 EA 003 632
Cox, Robert F., Ed.
Guide for Cooperation Between School Officials and Police. Revised Edition.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Pupil Personnel Services.
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Administrative Policy, Attendance Officers, *Board of Education Policy, Boards of Education, Crime, *Guidelines, *Police Action, *Police School Relationship, School Attendance Laws, Search and Seizure, Student Records
Identifiers—Pennsylvania
This document presents guidelines to help school officials and police resolve mutual problems. The common areas of interest discussed are (1) interview and apprehension of students during school hours, (2) enforcement of attendance laws, (3) role of school police officers, (4) law violations during school hours, (5) law violations after school hours, (6) protection of students from loiterers, (7) confidentiality and exchange of police and school records, and (8) police services in handling large crowds. (JF)

ED 055 316 EA 003 644
Temporary Special Levy Study Commission. Volume I: Summary Report and Research Reports. Final Report.
Washington State Temporary Special Levy Study Commission.
Pub Date Mar 71
Note—637p.
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Administrative Personnel, Assessed Valuation, Basic Skills, *Costs, *Curriculum, Educational Finance, Expenditure Per Student, Gifted, Indians, Migrant Education, Salaries, *School Districts, *School Size, *School Taxes, Special Education, Student Participation, Tax Rates, Teachers
This report, volume I of an indepth study of special levy problems in Washington State, represents the results of a study commission examination of finance and curriculum and contact with commission counterparts in the Federal Government, and a review of the work of other States. Included in this volume are (1) a survey of Washington State's program of basic education for common schools; (2) a comparative analysis of Washington school districts' commonality of expenditures, curriculum offerings, and staffing procedures; (3) a school levy survey; (4) the effect of enrollment size on selected aspects of the education process; (5) an analysis of costs for large schools; (6) some impressions gathered from visits to small schools; (7) a description of special education programs in Washington, including those for Indians and migrant children; (8) the status of gifted children programs; and (9) teacher and administrator salary schedules and trends. Volume II of this study is cited under EA 003 645. (JF)

ED 055 317 EA 003 645
Temporary Special Levy Study Commission. Volume II: Research Reports. Final Report.
Washington State Temporary Special Levy Study Commission.
Pub Date Mar 71
Note—513p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Computer Oriented Programs, *Costs, Educational Accountability, *Educational Finance, Educational Quality, Employment Qualifications, Federal Programs, Management Information Systems, Models, Performance Contracts, Program Planning, *School Taxes, Tax Rates
Identifiers—*Assessment, California, Florida, Washington
This report, volume II of an indepth study of special levy problems in Washington State, represents the results of a study commission examination of finance and curriculum and contact with commission counterparts in the Federal Government, and a review of the work of other States. Included in this volume are (1) a funding formula simulation study of alternate approaches to State funding of local school districts; (2) the current status of and implications for the future of assessment and accountability in Washington public schools; (3) a Washington inventory of school quality measures; (4) the outlook on recent public school graduates by personnel departments of Washington's major employers; (5) a survey of California accountability and assessment procedures; (6) a study of practices and procedures used in Florida's education system; (7) a review of the national assessment program; (8) a discussion of performance contracting; and (9) some management system concepts relating

to the State of Washington educational system. Volume I of this study is cited under EA 003 644. (JF)

ED 055 318 EA 003 650
Wescott, J. P.
Accountability and Management.
Pub Date Jul 71
Note—15p.; Speech given before Southern Association of College and Schools annual conference. (6th, Roanoke, Virginia, July 14-16, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Management, *Parent Attitudes, Performance Contracts, Program Evaluation, *Program Planning, School Community Relationship, *School Taxes, Speeches, Systems Approach
This speech describes accountability as the matching of intent to results and explains the utility of planning, programing, budgeting systems in implementing an accountability policy in school systems. (JF)

ED 055 319 EA 003 651
Boruch, Robert F.
A Class of Administrative Models for Maintaining Anonymity During Merge of Data Files. A Draft.
Pub Date Feb 71
Note—47p.; A portion of this paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Principles, *Confidentiality, *Confidential Records, *Data Bases, Data Processing, Information Science, Information Storage, *Models, Research Needs, Research Problems
This report examines a series of general models that represent the process of merging records from separate files when it becomes essential to inhibit identifiability of records in at least one of the files. Models are illustrated symbolically by flow diagrams, and examples of each variation are taken from the social sciences. These variations cover simple situations such as that of soliciting anonymous data from previously identified respondents as well as more complex merge operations, e.g., merging files from mutally insulated data banks and merging data under code linkage systems. Characteristics of the models are discussed with emphasis on their benefits and disadvantages. (Author)

ED 055 320 80 EA 003 652
Fuller, Edgar
Evidence for Administrative Changes in Federal-State-Local Education. State Intergovernmental Education Project: A Study of Cooperation.
Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—147p.
Available from—Victor E. Celio, Federal Program Coordinator, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126 (Free)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Change, Administrative Personnel, *Administrative Problems, Educational Finance, Educational Research, Federal Legislation, *Federal Programs, Federal State Relationship, *Interagency Coordination, *State Federal Aid
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, State Intergovernmental Education Project
This report aims to improve the administration of intergovernmental education by contributing information about specific and practicable ways in which such improvement may be accomplished. The study focuses on two important problems of Federal-State-local administration of elementary and secondary education: (1) inadequately coordinated and poorly timed program authorizations and appropriations; and (2) a multiplicity of necessary and desirable, as well as unnecessary and counterproductive, requirements that constitute an organizational overload on official agencies at all levels. (Author/JF)

ED 055 321 EA 003 653
Kravetz, Nathan
The Evaluation of Educational System Outputs: An Exploratory Study. A Research Project.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Report No—IIEP-RP-8
Pub Date 19 Oct 70
Note—107p.
Available from—Publications Officer, International Institute for Educational Planning, 7, rue Eugene-Delacroix, Paris 16e (France) ($.75)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Evaluation, Educational Needs, Educational Objectives, Educational Planning, *Educational Research, Educational Testing, *Evaluation, *Evaluation Criteria, *Evaluation Techniques, Input Output Analysis, Performance Specifications, Problem Solving, Research Proposals, Student Development
This 4-part document provides an overview of educational evaluation. Part I outlines the problems in educational evaluation, distinguishing between evaluations of student performance (objective attainment) and those of system operation (cost-effectiveness). Part II reviews existing practices in educational evaluation, focusing on the evaluation of students. The purposes, frequency, uses, some implications of testing, and the types of instruments used are also described. Part III indicates some national and regional agencies, international services, and individuals who have been working on the problems in educational evaluation. Part IV suggests areas for potentially fruitful research, noting the varities of possible studies and the directions they could take. (RA)

ED 055 322 EA 003 659
Turksen, I. B. Holzman, A. G.
Short Range Planning for Educational Management.
Pub Date Oct 70
Note—41p.; Paper presented at Operations Research Society of America Annual Meeting (38th, Detroit, Michigan, October 28-30, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Design, Curriculum Planning, Decision Making, Educational Administration, Enrollment Projections, Financial Services, *Higher Education, Information Systems, Linear Programing, *Management, *Mathematical Models, Models, *Planning, Programing, Resource Allocations
A planning cycle for any autonomous university entity contains five basic processes: information storage and retrieval forecasting, resource allocation, scheduling, and a term of study with a feedback loop. The resource allocation process is investigated for the development of shortrange planning models. Dynamic models wth linear and quadratic preference functions are suggested for planning teaching activities if the nee for resource planning is anticipated. On the other hand, if the ranges of resources are known, the decisionmaker can determine a plan not only for the teaching activities but also one for the allocation of resources. (Author)

ED 055 323 EA 003 660
Lahti, Robert E.
Vistas to More Administrative Accountability.
Pub Date Jun 71
Note—16p.; Paper presented at an accountability seminar (Durham, North Carolina, June 14-15, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Principles, Decision Making, *Educational Accountability, *Higher Education, Human Relations, *Management Development, *Management Systems, Objectives, Participant Involvement, Performance Criteria, Personnel Management
Identifiers—Management by Objectives
This paper makes a plea for major improvements in the management of American colleges and universities. Six innovative solutions are offered: (1) management development, (2) human organization, (3) creative environments, (4) participative styles of management, (5) management by objectives as an operating mode, and (6) performance and appraisal programs. (JF)

ED 055 324 EA 003 661
Helwig, Carl
Democratic Supervision and Creative Supervision: Are They Possible Misnomers?
Pub Date Jun 68
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Creative Ability, Democratic Values, Informal Organization, *Leadership Styles, Norms, *Organization, Power Structure, Secondary Education, *Supervision, *Supervisor Qualifications, Supervisors, Supervisory Methods, *Teacher Supervision
Through empirically identified variables that could assist in delineating the role of the supervisor within the school, the supervisor, in his exercise of influence and power, must rely more on the formal than the informal power structure. If the supervisor can modify his own role behavior to a "supportive style" of leadership, he can, to a degree, exercise positive influence outside the formal hierarchical structure; although his adjustment to this leadership style must relate to formal role expectation. The best means at his disposal to exert influence and to exercse power is his own technical competence. Thus, the tags of "-democratic supervision" and "creative supervision" seem to be empty cliches, perhaps better relegated to figurative, rather than scientific language. (Author)

ED 055 325 EA 003 662
Helwig, Carl
Organizational Climate and Frequency of Principal-Teacher Communications in Selected Ohio Elementary Schools.
Pub Date Sep 70
Note—12p.; Shorter version of author's unpublished dissertation. A version also presented at American Educational Research Association Annual Meeting (Los Angeles, California, 1969)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Correlation, *Elementary Schools, Organization, *Organizational Climate, Principals, *Teacher Administrator Relationship, Teacher Behavior
Identifiers—Ohio
Organizational conflict theory asserts that when organizational homeostasis becomes unbalanced, the participants in the conflict should communicate more. To test this assertion, the average total frequency of principal-teacher oral and written communications over an identical 20-day period were correlated with two empirically-determined variables--school organizational climate (explaining the nature of homeostasis) and teacher esprit (the degree of teacher satisfaction or morale). Thirty-seven cooperating Ohio elementary schools and their respective faculties formed the sample. The basic assumption was not upheld and further refined statistical analyses of the data also failed to lend it additional support. (Author)

ED 055 326 EA 003 663
Helwig, Carl
Openness-Closedness: A Substantive Concept in Organizational Theory?
Pub Date Jul 69
Note—3p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correlation, Interaction, Norms, Organization, *Organizational Climate, Principals, *Psychological Characteristics, *Rating Scales, Social Systems, *Systems Concepts, *Teacher Administrator Relationship, Teachers
The Organizational Climate Description Questionnaire (OCDQ) determines the openness or closedness of an organization from principals' perceptions of their schools' organizational climates; and the Assumed Similarity of Opposite Scales (ASOS) measures openness or closedness of interaction systems from principals' perceptions of the psychological distance from their faculties. After 35 elementary school principals had completed both rating scales, organizational climate and psychological distance were not found to be positively related as suggested by the hypothesis. (RA)

ED 055 327 88 EA 003 667
Kaufman, Barbara, Ed. Lydiard, Beverly, Ed.
Kaleidoscope 4: A Descriptive Collection of Promising Educational Practices.
Massachusetts State Dept. of Education, Boston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—112p.

Available from—Bureau of Curriculum Innovation, 182 Tremont Street, Boston, Massachusetts 02111
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, *Educational Innovation, Educational Practice, Ethnic Studies, *Experimental Programs, Guidance Services, Health Education, Humanities, *Instructional Innovation, Language Skills, Open Plan Schools, Program Descriptions, School Administration, Science Education, Social Studies, Special Education, Student Participation, Vocational Education
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Massachusetts
This issue of Kaleidoscope, which focuses on projects involving innovative educational changes, describes 102 programs in elementary and secondary schools in Massachusetts. The projects cover a wide range of educational interests, including school administration and environment, guidance and special needs programs, curriculum areas, total program experimentation, and school management. Each project description includes a statement of objectives and content, evaluative comments, professional personnel breakdown, costs, and information contacts. (RA)

ED 055 328 EA 003 668
Van Dusseldorp, Ralph A. And Others
Educational Decision-Making Through Operations Research.
Pub Date 71
Note—159p.
Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02110 ($7.50)
Document Not Available from EDRS.
Descriptors—Cost Effectiveness, Critical Path Method, Data Processing, *Decision Making, Input Output Analysis, Linear Programing, *Management Systems, Mathematical Models, *Operations Research, Probability Theory, Program Evaluation, Program Planning, *Systems Analysis, Systems Concepts
Identifiers—PPBS, *Program Planning Budgeting Systems, Queuing Theory
This book focuses on and utilizes the methodology and tools of systems analysis and operations research to demonstrate their use in planning for the future and meeting public demands for information on how tax money is being spent by educational administrators. The range of possible and relevant applications is demonstrated by a step-by-step introduction to the particular concept being discussed and by an actual application whenever possible. Subject headings include (1) an introduction to operations research, (2) input-output analysis, (3) decision tables and strategies, (4) educational relationships and statistical specifications, (5) probability, (6) linear programing, (7) queuing theory, (8) program evaluation and review technique -- critical path method, and (9) program planning and budgeting systems. (JF)

ED 055 329 EA 003 669
O'Donoghue, Martin
Economic Dimensions in Education.
Note—223p.
Available from—Aldine-Atherton, Inc., 529 South Wabash Avenue, Chicago, Illinois 60605 ($5.95)
Document Not Available from EDRS.
Descriptors—*Economic Factors, *Economics, Education, Educational Demand, *Educational Economics, *Educational Finance, Investment, Manpower Development, Migration, Personal Values, *Social Values
This book is intended to provide an exposition of the economic approach to educational issues for (1) economics students interested in social economics or public expenditures analysis, (2) other social scientists who require an understanding of the economic issues in education, and (3) educators and administrators who are confronted with economic problems or constraints in education. The book also discusses educational demand, education as a personal and social investment, manpower needs, educational efficiency, educational finance, and the relationships between education and economic factors. (RA)

ED 055 330 EA 003 670
Lessinger, Leon M.
Every Kid a Winner: Accountability in Education.
Science Research Associates, Inc., Chicago, Ill.
Pub Date 70
Note—239p.
Available from—Simon and Schuster, 1 West 39, New York, N.Y. 10018 ($7.95)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Dropout Prevention, *Educational Accountability, Educational Economics, Educational Experiments, Educational Technology, *Federal Programs, Low Achievers, Mathematics Education, *Performance Contracts, Reading Programs, *School Industry Relationship
One of the originators of performance contracting explains how school districts can use that concept to attack difficult educational problems and meet the increasing demand that schools be held accountable for their educational product. The author argues that what he calls "educational engineering" will guarantee a basic level of achievement in math and reading skills for all children. He lists the various agencies involved in a performance contract, describes their roles, and presents the nation's first performance contract in Texarkana as an example of how these agencies function in an actual contract situation. An exhibit section presents summaries of and excerpts from the actual documents involved in the Texarkana performance contract. (JF)

ED 055 331 EA 003 671
Landry, Leonard P.
A School Improvement Process. Accreditation by Contract.
Colorado State Dept. of Education, Denver.
Pub Date Jun 71
Note—46p.
Available from—Colorado Department of Education, Office of Planning and Evaluation, State Office Building, 201 E. Colfax, Denver, Colorado 80203 ($1.20)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accreditation (Institutions), *Boards of Education, Contracts, *Educational Planning, Educational Quality, Evaluation Techniques, Facilities, Program Development, School Districts, *School Improvement, *State Boards of Education, Student Needs
Identifiers—*Accreditation by Contract, Colorado
This report explains accreditation by contract and sets forth procedures for implementing such a contract. An accreditation contract is executed when a comprehensive, continuous, long-range plan for meeting the educational needs of students is adopted and formulated into a contract between a local board of education and the Colorado State Board of Education. General goals, restated as specific objectives, and an accompanying action plan are incorporated into a contract. Procedures for local board development of an accreditation contract include commitment, preplanning, planning, approval, and implementation. (JF)

ED 055 332 EA 003 672
Ross, Larry Lynn
The Effectiveness of Two Systems for Delivering Occupational Information: A Comparative Analysis.
Oregon Univ., Eugene.
Pub Date Sep 71
Note—121p.; Thesis presented to Department of Economics in partial fulfillment of requirements for Master of Science
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, Computer Oriented Programs, *Cost Effectiveness, *Counseling Centers, Economic Research, Educational Research, Information Sources, *Information Systems, Information Utilization, Labor Market, Models, Occupational Guidance, *Occupational Information, Post High School Guidance
This study compares the effectiveness of the computer-based Occupational Information Access System (OIAS) with the Lane Community Counseling Center, Eugene, Oregon, in terms of their abilities to deliver occupational information to 1970-71 students. Cost models were developed for both. Research findings include: (1) OIAS rated "good" and the Counseling Center "fair" when compared with a model system checklist; (2) both systems were attractive, OIAS largely because of its unique teletype terminal and the Counseling Center because of students' information needs; (3) counselors had more effect on students' career plans and career certainty than did OIAS, though this difference was due in part to dissimilar system purposes, different student motivations for using the two systems, and the large number of OIAS users who were certain of their future careers before accessing information; (4) all but a few students were satisfied with the information received from either system; and (5) OIAS delivered information of at least equal quality to the Counseling Center in about one-half the time per user, at a cost one-tenth or less that of the Counseling Center. The main conclusion is that OIAS is a useful tool for counselors and students because of its general ability to store and deliver information more efficiently and less expensively than counselors. (Author)

ED 055 333 EA 003 675
Kent Handbook of Negotiation Information.
Kent Intermediate School District, Grand Rapids, Mich.
Report No—R-4
Pub Date 30 Oct 70
Note—346p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Boards of Education, *Collective Negotiation, Fringe Benefits, Grievance Procedures, *Negotiation Agreements, *Teacher Associations, *Teacher Salaries, Teacher Strikes, Teaching Conditions, Working Hours
This report contains samples of negotiation agreements between school districts and teacher associations in the East Grand Rapids area. The negotiation samples provided are divided into preamble and recognition, board and teacher rights statements, union activities, teaching conditions, procedures, fringe benefits, and financial compensation. Salary schedules for various schools are also included. (JF)

ED 055 334 EA 003 676
Snyder, Carey
Why Not Differentiated Staffing?
Pub Date 4 Apr 71
Note—20p.; Speech given before National School Boards Association Annual Convention (31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Boards of Education, *Differentiated Staffs, Paraprofessional School Personnel, *Salary Differentials, Speeches, *Staff Utilization, Teacher Aides, *Teacher Evaluation, *Teacher Qualifications, Teacher Role, Teacher Salaries
Advocates of differentiated staffing suggest that teaching duties could be categorized to allow for different interests, abilities, and ambitions. Differentiated staffing, the ultimate outgrowth of innovations such as team teaching, nongraded programs, teacher aides, and open space planning, utilizes teachers to the maximum. Because it eliminates the burden of subprofessional work and bases the salary schedule on the degree of responsibility, differentiated staffing promotes professional development and increases the responsibility and expertise of teachers. (Author/MLF)

ED 055 335 24 EA 003 677
Gallessich, June And Others
The Team-Teaching Problem Checklist.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-5-0249
Pub Date 71
Contract—OEC-6-10-108
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, Check Lists, *Educational Environment, Educational Innovation, *Elementary Schools, Factor Analysis, Feedback, Individualized Instruction, *Interprofessional Relationship, *Teacher Attitudes, *Team Teaching
This study describes Team Teaching Problem Checklist (TTPC), an instrument developed for and used in an investigation of two elementary school team teaching projects in which the team structure was designed to facilitate individualization of instruction. Twelve teams were involved in the project, each composed of teachers of the same grade level. The TTPC, consisting of 70 items with 7-point rating scales, was administered to all teachers, principals, and student teachers assigned to project schools. The checklist identified problem areas in a team project, the

degree to which different problems were important within a particular school or team, and attitudinal changes over time. The results demonstrate the need for administrative sanction and active support that would provide the environment necessary to sustain an innovation long enough for its usefulness to be assessed. (Author/MLF)

ED 055 336 24 EA 003 680
Forsberg, James R.
Accountability and Performance Contracting. Analysis and Bibliography Series, No. 13.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Oct 71
Contract—OEC-0-8-080353-3514
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Bibliographies, *Educational Accountability, Educational Economics, Educational Experiments, Legal Problems, *Literature Reviews, *Management Systems, Mathematics Education, *Measurement, *Performance Contracts, Reading Programs, School Community Relationship, Teacher Associations
Intended for both researchers and practitioners, this review analyzes literature on educational accountability and performance contracting. It defines the concepts, describes certain individual contracts completed or in progress, discusses the use of management systems and safeguards, identifies some testing and measurement problems, and probes some legal aspects of performance contracting. A 44-item bibliography of relevant literature is included. (Author)

ED 055 337 EA 003 727
Laws and Proposals Affecting Public School Negotiations. Volume I: Guides and Proposals for Legislation.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 70
Note—62p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($4.95)
Document Not Available from EDRS.
Descriptors—Arbitration, Boards of Education, *Collective Negotiation, *Educational Legislation, *Federal Legislation, *Negotiation Agreements, *Teacher Associations
Identifiers—Mediation
This book (Volume I of a 2-volume report) gives the current policies and texts of legislation proposed by the National Education Association, American Federation of Teachers, National Congress of Parents and Teachers, and the Education Commission of the States. Because of its probable influence on practice and legislation in other public employment, President Nixon's new Executive Order covering bargaining in federal employment is included. In Volume II (ED 044 775) the negotiations laws affecting public school employees in the various States are reproduced in full. (Author)

ED 055 338 EA 003 728
Handy, H. W. And Others
The Computer in Education.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 70
Note—142p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($5.95)
Document Not Available from EDRS.
Descriptors—Administrative Organization, Computer Assisted Instruction, *Computers, *Computer Science, Computer Science Education, Curriculum, Data Bases, Decision Making, Education, *Educational Technology, *Information Systems, Management, Organization, Programing Languages, Systems Approach
This book discusses use of computers in the educational environment and provides some basic concepts and principles for making use of computers in an educational system. Some computer applications in instruction, pupil and staff records processing, and management and administrative decisionmaking are suggested, and a curriculum for computer science education is presented. Some thoughts about computers and education in the future conclude the presentation. (RA)

ED 055 339 EA 003 733
Negotiating Salaries, Volume II.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 70
Note—51p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($6.95)
Document Not Available from EDRS.
Descriptors—*Board of Education Policy, *Collective Negotiation, *Negotiation Agreements, *Negotiation Impasses, Salary Differentials, Teacher Associations, Teacher Employment, *Teacher Salaries
This volume discusses specific strategy and tactics that can be employed in the effort to reach an agreement on salaries at the bargaining table. Although strategies and situations may vary from case to case, this report focuses on those principles and approaches that are essential to any good bargaining procedure. The discussion covers public vs. private negotiations; tactics in salary proposals, counter proposals, and impasse evasion; give and take on money items, and reaching agreement. Volume I (EA 003 734) discusses general concepts important to the effective negotiation of salaries. (Author/JF)

ED 055 340 EA 003 734
Negotiating Salaries, Volume I.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 69
Note—54p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($6.95)
Document Not Available from EDRS.
Descriptors—*Board of Education Policy, *Collective Negotiation, *Negotiation Agreements, *Negotiation Impasses, Salary Differentials, Teacher Associations, Teacher Employment, *Teacher Salaries
This volume deals with concepts important to the effective negotiation of salaries in public schools. The discussion covers the compensation patterns in education, the goals and pressures affecting reacher negotiators, salaries in relation to other benefits and proposals, extra pay for extra duties and merit pay, and the stance of the negotiators for the administration and the school board on entering negotiations. Volume II (EA 003 733) deals specifically with the tactics and strategy of bargaining on salaries at the negotiations table. (Author/JF)

ED 055 341 EA 003 737
Rumpel, George H.
PPBS Techniques in Educational Management.
Educational Service Bureau, Inc., Washington, D.C. Administrative Leadership Service.
Pub Date 71
Note—82p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($5.95)
Document Not Available from EDRS.
Descriptors—Budgeting, Computer Science, *Educational Administration, Educational Objectives, Management Information Systems, *Management Systems, *Models, *Planning, Program Budgeting, Program Planning, *Systems Analysis, Systems Concepts
This handbook delineates the procedures recommended for the installation of a working planning, programing, budgeting system (PPBS). Primary emphasis is placed on the step-by-step implementation of such a management control system. The presentation repeats the implementation cycle for the four time periods involved: (1) current year's ongoing programs, (2) next year's ongoing programs, (3) next year's new programs, and (4) five year forecast of programs. (Author/RA)

ED 055 342 EA 003 738
Neal, Richard G.
Avoiding and Controlling Teacher Strikes.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 71
Note—88p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($8.95)
Document Not Available from EDRS.
Descriptors—Arbitration, *Board of Education Policy, Grievance Procedures, Guidelines, Legal Problems, *Negotiation Impasses, *Teacher Associations, Teacher Militancy, Teacher Participation, Teacher Salaries, *Teacher Strikes, *Teaching Conditions
This report presents suggestions for avoiding teacher strikes and provides procedures that can be followed to minimize acrimony in the community and maintain board control over schools should a strike be executed. For example, boards should understand the roots of teacher militancy. They should provide teachers with (1) reasonable salaries and fully disclosed working conditions, (2) an advisory voice in matters affecting their profession, (3) the right to negotiate salaries and working conditions, and (4) an effective grievance procedure. Boards and teachers should agree on procedures for negotiations and for resolving impasses. If an impasse is reached, the board must maintain a defensible position. (Author/JF)

ED 055 343 EA 003 742
Haviland, David S. Millard, William L.
Multi-Media Classrooms Revised: A Look at Some College Facilities Designed for Educational Technology.
Rensselaer Polytechnic Inst., Troy, N.Y. Center for Architectural Research.
Pub Date Jun 71
Note—24p.
Available from—Center for Architectural Research, School of Architecture, Rensselaer Polytechnic Institute, Troy, New York 12181 ($2.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Instruction, *Classroom Design, *College Buildings, Educational Environment, *Educational Technology, *Multimedia Instruction, Overhead Projectors, Student Teacher Ratio, Teacher Motivation, Teaching Methods, Technical Assistance
A study team visited nine campuses to observe the degree of functional effectiveness of multimedia classrooms and to consult with the top administrators, department chairmen, instructors, technicians, and students who consistently make use of these facilities. This document provides the resulting recommendations for multimedia classroom use based on actual utilization. Photographs and sketches illustrate some instructor and technician criteria for designing these classrooms. A related document is ED 031 916.(Author/MLF)

ED 055 344 EA 003 744
Dickinson, William E., Ed.
Performance Contracting: A Guide for School Board Members and Community Leaders.
National School Boards Association, Evanston, Ill.
Pub Date 71
Note—72p.
Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 ($4.00, quantity discounts)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Boards of Education, *Educational Accountability, Educational Experiments, Federal Programs, *Guidelines, Mathematics Education, *Performance Contracts, Reading Programs, *School Community Relationship, School Industry Relationship, Teacher Associations
Identifiers—Turnkeying
This report, the result of five NSBA workshops on performance contracting, provides guidelines to assist school boards in meeting public demands for accountability. Part I explains the broad concept of accountability, describes the mechanics of a performance contract, and outlines a model approach for "turnkeying" a successfully completed contract to the regular school staff. Part II presents teacher and administrator reactions to performance contracts, and Part III provides guideline questions summarized from conference workpapers. (Author/JF)

ED 055 345 EA 003 745
Short-term Accommodation and Relocatable Facilities.
Metropolitan Toronto School Board (Ontario). Study of Educational Facilities.
Report No—SEF-T4

Pub Date 70
Note—128p.
Available from—Study of Educational Facilities, Metropolitan Toronto School Board, 155 College Street, Toronto 2B, Ontario (Canada) ($10.00 plus $1.00 shipping and handling)
Document Not Available from EDRS.
Descriptors—Building Design, *Classroom Design, Construction Costs, Educational Environment, Facility Case Studies, *Facility Requirements, Flexible Facilities, *Mobile Classrooms, Prefabrication, School Construction, *School Expansion, Student Enrollment
Identifiers—*Relocatable Facilities, Short Term Accommodations, Toronto
This SEF study examines the entire problem of temporary space needs; evaluates present solutions such as portables, busing, and space rental; and makes recommendations for a system of relocatables. The proposed system, which could be used to handle all space needs of a nonpermanent nature, would provide facilities with an internal environment equivalent to that of the school building, with direct access to the school provided through an enclosed link cnnecting the relocatable to the main building. These facilities would be appropriate for use at the elementary, secondary, and post-secondary levels of education. A related document is EA 003 746. (Author/MLF)

ED 055 346 EA 003 746
Relocatale Learning Facilities.
Ontario Dept. of Education, Toronto. School Planning and Building Research Section.
Pub Date Oct 70
Note—33p.
Available from—School Planning and Building Research Section, Ontario Department of Education, 44 Eglinton Ave., West, Toronto 12, Ontario (Canada) ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Building Design, Classroom Design, Community Attitudes, *Design Needs, Educational Environment, Educational Facilities, Enrollment Projections, Facility Requirements, Flexible Facilities, *Mobile Classrooms, Modular Building Design, School Construction, *School Expansion, Student Attitudes, Teacher Attitudes
Identifiers—Divisible Facilities, *Relocatable Facilities
This document supplies guidelines for the future design of structures within one category of relocatable learning facilities--divisible facilities. The current use and average cost of portables; and teacher, student, and community reactions are discussed. Four types of relocatable structures are described: portable, mobile, divisible, and demountable facilities. Design recommendations include minimum standards of heating, ventilation, and lighting. Various plan arrangements for relocatable learning areas in groups of two through six relocatables are illustrated. A related document is EA 003 745. (MLF)

ED 055 347 EA 003 747
Schools for Intermediate Students.
Ontario Dept. of Education, Toronto. School Planning and Building Research Section.
Pub Date Jan 71
Note—38p.
Available from—Ontario Department of Education, School Planning and Building Research Section, 44 Eglinton Ave., West, Toronto 12, Ontario (Canada) ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adolescents, *Facility Guidelines, *Facility Requirements, Flexible Facilities, *Intermediate Grades, Physical Design Needs, *School Design, *School Planning, Student Enrollment
Identifiers—Ontario
This document is intended to serve as a guideline for school boards planning an educational complex. The diagrams are simple examples of some of the types of facilities, the space relationship, and the compositional elements of major areas for an intermediate school of 900 students. (Author)

ED 055 348 EA 003 748
Planning for Change: Colleges of Applied Arts and Technology.
Ontario Dept. of Education, Toronto. School Planning and Building Research Section.
Pub Date Mar 71
Note—31p.
Available from—Ontario Department of Education, School Planning and Building Research Section, 44 Eglinton Ave., West, Toronto 12, Ontario (Canada) ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Acoustical Environment, *College Buildings, Component Building Systems, Facility Expansion, Facility Guidelines, *Flexible Facilities, Interior Space, *Modular Building Design, Movable Partitions, *Space Utilization, Structural Building Systems, *Utilities
Identifiers—Industrialized Total Building Concept, Ontario
This report surveys various ways that physical flexibility (immediate and long term) may be incorporated into the design and construction of college buildings. Because flexibility should encompass every subsystem of construction within a building, this publication draws attention to the wide range of elements that must be considered within modular planning concepts, space conversion, services, and the industrialized total building concept. (Author)

ED 055 349 EA 003 749
Social Environments for a Regional Centre for the Hearing Handicapped. A Pre-Architectural Investigation and Recommendation.
Ontario Dept. of Education, Toronto. School Planning and Building Research Section.
Pub Date 70
Note—58p.
Available from—Ontario Department of Education, School Planning and Building Research Section, 44 Eglinton Ave., West, Toronto 12, Ontario (Canada) ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Auditory Perception, Auditory Training, *Aurally Handicapped, Building Design, Deaf Education, *Design Needs, Environmental Influences, *Facility Requirements, *Regional Schools, *Residential Centers, Social Development, Social Environment, Socialization
Identifiers—Ontario
This report explores environmental alternatives and optimums for a regional center for hearing impairment. The intent is to inform planners, architects, and educators of needs that are hopefully translatable into socially purposeful architecture. The objective is to encourage environmental solutions that reflect the educational concerns and social implications of the programs for the hearing handicapped in Ontario. The report attempts to specify how places and events in a regional center might relate to one another and to identify those elements of physical plans and social organization patterns that create "institutional" building forms and environments. (Author)

ED 055 350 EA 003 751
Program Planning Budgeting Workshop, Summer -- 1970.
Beverly Hills Unified School District, Calif.
Pub Date 70
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, Educational Accountability, *Educational Administration, Educational Finance, Educational Objectives, Management Information Systems, *Planning, *Program Budgeting, Programing, Systems Approach, *Systems Concepts, *Workshops
This document reports the activities of a workshop to describe and implement a planning, programing, budgeting system (PPBS) in the Beverly Hills Unified School District. During the workshop, the literature and the legal provisions were reviewed, the initial planning was accomplished, the program structured, and the goals identified. Further implementation of the PPBS was contingent on the development of a program budget, a multiyear financial plan, and a management information system. (RA)

ED 055 351 EA 003 752
Austin, W. Burnet
Feasible Systems Analysis for Comprehensive Planning of Public Works.
Henningson, Durham, and Richardson, Omaha, Nebr.
Pub Date Sep 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Demography, City Government, *City Planning, City Problems, City Wide Programs, Computers, Economic Factors, Evaluation, Land Use, Models, *Planning, Programing, *Systems Analysis, Transportation, Urban Areas, *Urban Environment, Urban Studies, *Utilities
This paper argues for the use of systems analysis as a basis for building urban complexes to depart from current duplication of effort in some cases and lack of adequate effort in others. By consolidating effort with the judicious use of computers, systems analysis can provide better analysis out of an equivalent effort. Comprehensive planning models using systems analysis would allow urban planners to create public utilities and services designed to meet the near and distant needs of urban areas. (RA)

ED 055 352 EA 003 754
Coleman, Peter
School District Reorganization in the Mid-Island Region; Finance and Community Involvement. School Districts 65 (Cowichan), 66 (Lake Cowichan), 67 (Ladysmith), and 68 (Nanaimo).
British Columbia School Trustees Association, Vancouver.
Pub Date Jul 71
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Involvement, Educational Accountability, *Educational Finance, Enrollment, Parent Participation, School Budget Elections, *School District Autonomy, *School Redistricting, Special Services
Identifiers—British Columbia, Canada
This study examines the purpose of the school district structure and the manner in which it reflects the expectations of citizens for their school system. The document focusses on the community involvement and financial aspects of reorganization and examines (1) the basic pattern of school district reorganization in North America to find some common factors; and (2) the concepts of local control and accountability, as they relate to the notion of community involvement in school districts. Three main sets of criteria are used as organizing principles: educational, financial, and community involvement. The report concludes with some possible reorganization plans for the region under study. (Author/MLF)

ED 055 353 EA 003 755
Jirka, Charles C.
Public Middle Schools in the United States, 1970-71. A Study.
South Dakota Univ., Vermillion.
Pub Date Aug 71
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Directories, *Indexes (Locaters), *Instructional Program Divisions, *Middle Schools
This directory lists by name and address all public schools functioning as "middle" schools in the United States during 1970-71. Each State superintendent of public instruction provided a current directory or a listing of schools from which the list of 971 middle schools was compiled. For comparative purposes, the findings of two earlier studies are included in a table indicating the number of middle schools by State. The schools are listed alphabetically by and within States. (Author/MLF)

ED 055 354 EA 003 757
Urich, Ted Hewitt, Malcolm
The Role of the School Principal in Collective Negotiations.
Pub Date [71]
Note—12p.; Paper presented at New England Educational Research Organization (NEERO) Conference. (Chestnut Hill, Massachusetts, June 3-4, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Board Administrator Relationship, *Collective Negotiation, Educational Research, *Principals, *Role Perception, Rural Urban Differences, Superintendent Role, *Superintendents, Teacher Administrator Relationship
This speech describes two research studies, one that investigated the role of the superintendent in collective negotiations as perceived by school personnel, and the other that compared the attitudes of selected school personnel from Indiana

and Michigan concerning the role of the principal in collective negotiations. Data collected from the first study revealed that important differences exist among rural and urban school personnel when compared with central city school personnel relative to the role of the superintendent in collective negotiations and the scope and structure of the negotiations process. In the second study, four groups or types of people were identified and classified by beliefs: educational managers, anxious participators, ambivalent participators, and educational bystanders. (Author)

ED 055 355 EA 003 758

Size of Schools and School Districts. ERS Information Aid No. 8.

Educational Research Service, Washington, D.C.

Pub Date Jun 71

Note—40p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Educational Innovation, *Educational Research, Elementary Schools, Enrollment Projections, *Evaluation Techniques, Intermediate Administrative Units, Junior High Schools, *School Districts, *School Size, Senior High Schools

Identifiers—*School District Size

This information aid presents the latest available statistics on existing size, reviews the research on size, points out the difficulties in arriving at a universally acceptable and supportable recommendation on size, and suggests some recent developments in education that might help alleviate the size drawbacks for the excessively small or large school or school district. Tables present in outline form study findings on elementary, junior high, and senior high school size. A 188-item bibliography is included. (Author)

ED 055 356 80 EA 003 760

Thompson, John A. Williams, John D.

An Analysis and Evaluation of Islands of Differentiated Staffing in Grand Forks Public Schools, Grand Forks, North Dakota.

Grand Forks Public Schools, N. Dak.; North Dakota State Dept. of Public Instruction, Bismarck.; North Dakota Univ., Grand Forks.

Pub Date [70]

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Cost Effectiveness, Differentiated Staffs, *Evaluation Methods, Faculty Promotion, Individualized Instruction, Master Teachers, Paraprofessional School Personnel, Public School Systems, School Organization, *Teacher Morale

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Grand Forks, North Dakota

Critics argue against differentiated staffing on the bases that (1) limited compensation ranges lower teacher morale, (2) the loss of the services of trained teachers and the impersonality of the large group organization lower student incentive to achieve, and (3) salary savings are at the expense of the quality of the instructional program. Since most of the literature on the subject deals only in simple, logical theoretical discussion, this study attempted to answer critics through a practical implementation of the concept to ascertain if differentiated staffing could achieve school district dollar cost saving without a significant negative change in teacher morale and/or without a significant reduction in student achievement. Fifteen differentiated staff teams collaborated in one school district, and a group of traditional teachers functioned as the control unit. The dollar difference was computed to be less than 1 percent of the total cost; none of the schools reported a lower teacher morale during the first year of the team operation; and, in terms of cognitive growth, those students team taught remained at least on a par with their control groups. (Author/EA)

ED 055 357 EA 003 764

Building Systems Planning Manual. Building Systems Information Clearinghouse Special Report Number Three.

Building Systems Information Clearinghouse, Stanford, Calif.

Pub Date Aug 71

Note—51p.

Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 ($1.00 postpaid)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Architectural Programing, Bids, *Component Building Systems, Contracts, *Educational Facilities, Manuals, Modular Building Design, Performance Specifications, School Architecture, School Construction, *Structural Building Systems, Systems Analysis, *Systems Development

This document attempts to provide a "state of the art" study of the application of building systems to construction with emphasis on educational facilities. Although directed primarily at the architect and the building team, this material can also be useful to those who contemplate using building systems. Building systems are considered part of a more comprehensive systems approach to design and construction emphasizing the importance of the procedures and techniques of application. The first section surveys means of learning about the use of building systems, and the second describes a generalized model of a project that utilizes building systems and includes discussions of programing, design, and multistage bidding. The text is supported by sample bidding sheets, drawings, letters of intent, and a 29-item annotated bibliography. (Author/MLF)

ED 055 358 EA 003 792

Launching Middle Schools. An Account of Preparations and Early Experiences in Division No. 15 of the West Riding of Yorkshire. Education Survey 8.

Department of Education and Science, London (England).

Pub Date 70

Note—20p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 ($.60) or HMSO, 49 High Holborn, London WC1 (England) (3s 0d [15p] net)

Document Not Available from EDRS.

Descriptors—Educational Equipment, Inservice Teacher Education, *Institutional Facilities, Instructional Staff, *Middle Schools, *Program Descriptions, School Buildings, *School Organization, Teacher Attitudes, Teacher Morale, Teacher Placement

Identifiers—England

This pamphlet recounts the experiences of Division 15 in reorganizing to include a middle school. Planning steps, staffing arrangements, and inservice training are discussed, and descriptions of the building and the equipment are provided. Continuous consultation with teachers during the entire process kept staff morale high and is considered to be the most impressive feature of the whole operation. (MLF)

ED 055 359 EA 003 807

Wear, Maurice Basom, Myron

Accountability in Education. Educational Administration Workshop. Summer, 1970.

Wyoming Univ., Laramie. Coll. of Education.

Pub Date Jul 70

Note—89p.; School Administrators Workshop (888M)

Available from—Center for Research, Service and Publication, College of Education, Univ. of Wyoming, Laramie 82070 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Evaluation, *Educational Accountability, *Faculty Evaluation, Federal Programs, Management Information Systems, *Management Systems, *Program Evaluation, Program Planning, State Action, Systems Approach, Teacher Associations

Identifiers—Planning Programing Budgeting Systems, PPBS

This publication represents the combined efforts of the participants in a workshop held at the University of Wyoming. The writings discuss accountability at the national, State, and local levels and explain the application of planning, programing, and budgeting systems to be accountability concept. The report presents methods for evaluating both schools and their staffs as means for implementing an accountability system. Appendixes include a paper explaining performance evaluation, a list of internal and external evaluation guides, and a bibliography of evaluation criteria materials. (JF)

ED 055 360 EA 003 816

Larson, O. P.

Increasing Accountability Through Involvement of Professional and Lay Groups.

Pub Date Oct 71

Note—24p.; Speech given before Western Canada Educational Administrators' Conference. (Banff, Alberta (Canada), October 7-9, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Role, Board Administrator Relationship, *Community Role, Decisionmaking, *Educational Accountability, *Laymen, *Parent Participation, Planning Commissions, Student Participation, Teacher Administrator Relationship, *Teacher Participation, Teacher Role

Identifiers—Canada

This speech outlines the purposes to be served by increased professional and lay participation in decisionmaking at school and systemwide levels. The author suggests (1) a committee structure designed to facilitate increased participation by professional and lay personnel, and (2) some methods for involving professional and lay personnel at both the systemwide and school levels. (JF)

ED 055 361 EA 003 821

Merriman, Howard O.

Case Study of an Accountable School District.

Pub Date 28 Oct 71

Note—25p.; Speech given before New Jersey School Boards Association annual workshop (19th, Atlantic City, New Jersey, October 27-29, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Studies, *Educational Accountability, Evaluation Methods, *Federal Programs, *Program Evaluation, *School Community Relationship, *School Districts, Speeches

Identifiers—Assessment, Columbus, Elementary Secondary Education Act Title I, ESEA Title I, Ohio

This speech traces the inception and the operation of an accountability program in the Columbus, Ohio, public schools. The need to comply with the mandated evaluation requirement of ESEA Title I programs and to respond to a demand from the educational community that they be advised of the progress of these programs alerted the Columbus public schools to the fact that their system lacked proper performance evaluation tools. The evaluation of these programs was contracted, therefore, to the Ohio State University Evaluation Center. The speech explains how the evaluation center has operationalized accountability and presents the policies, processes, and product of the evaluation effort. (Author/JF)

ED 055 362 EA 003 836

Guba, Egon G.

Evaluation as a Decision-Making Tool.

Pub Date 22 Jun 70

Note—31p.; Speech given at Audio-Visual Conference (Indiana University, June 22, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Decision Making, *Decision Making Skills, *Evaluation, *Evaluation Methods, Speeches

This speech examines three traditional definitions of evaluation, presents a new definition, and describes how this new concept of evaluation functions. The new definition calls educational evaluation "the process of delineating, obtaining, and providing useful information for judging decision alternatives." Practical applications of this new model are presented and the model's advantage over traditional forms of evaluation are explained. (JF)

ED 055 363 EA 003 837

Gilroy, Thomas P. Sinicropi, Anthony V.

Collective Negotiations and Public Administration. Conference on Collective Negotiations and Public Administration (Iowa City, March 24-26, 1970). Conference Series No. 15.

Iowa Univ., Iowa City. Center for Labor and Management.

Pub Date 70

Note—72p.

Available from—Center for Labor and Management, College of Business Administration, The University of Iowa, Phillips Hall, Iowa City, Iowa 52240. (Single copies free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, *Administrative Problems, Arbitration, Board of Education Policy, *Collective Negotiation, Grievance Procedures, Legal Problems, Negotiation Impasses, Superintendent Role, *Teacher Associations, Teacher Militancy
Identifiers—*Public Employees
These conference papers concern the problems and issues that face public administrators when the extension of collective negotiations go beyond the private sector. The papers analyze the legal context of collective negotiations, unit determination problems, the negotiation process, dispute settlement, and the impact of negotiations on administrative policy and practice. One paper focuses on negotiation issues in public education and another discusses the school superintendent's role in collective bargaining. (Author/JF)

ED 055 364 EA 003 840
Duke, W. R.
Control of Accountability Through Planning, Programming, Budgeting, Evaluation Systems.
Pub Date 8 Oct 71
Note—18p.; Paper presented at Western Canada Educational Administrators' Conference (Banff, Alberta (Canada), October 7-9, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, *Educational Accountability, Information Dissemination, *Management Systems, *Performance Contracts, Program Budgeting, *Program Evaluation, *Program Planning, School Community Relationship, Speeches, Systems Approach
Identifiers—Planning Programing Budgeting Evaluation Systems, PPBES
This paper outlines the concept of accountability, presents performance contracting as an external response to accountability, and examines the impact of planning, programing, budgeting, and evaluation systems (PPBES) in an accountable system. The major thesis of the paper is that PPBES assists in controlling accountability by specifying expectations and performance in a manner understandable to the public. (Author)

ED 055 365 EA 003 852
Hencley, Stephen P.
Deterrents to Accountability.
Pub Date Oct 71
Note—20p.; Paper presented at Western Canada Educational Administrators' Conference (Banff, Alberta (Canada), October 7-9, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Affective Objectives, Cognitive Objectives, *Educational Accountability, *Educational Problems, *Educational Technology, *Governance, Legal Problems, *Performance Contracts, Political Influences, Teacher Associations
Identifiers—Humaneness, Humanization
This speech assesses potential deterrents to the implementation of accountability in education. The author divides these deterrents into (1) philosophical-ideological; humanist-behaviorist conflicts, individuality versus "techno-urban fascism," and accountability systems tied to the achievement of cognitive objectives at the lower end of Bloom's Taxonomy of Educational Objectives; (2) political-legal, governance problems and the legal capacity of a school board to contract for educational services; and (3) technological-economic, the lack of technologies and financial resources for defining, measuring, and producing learning outcomes. (JF)

ED 055 366 24 EA 003 869
Burr, Donald F.
Simu-School: A Tool and Process for Educational Planning. Final Report.
American Inst. of Architects, Washington, D.C.; Technomics, Inc., Chicago, Ill.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-I-125(X)
Pub Date Sep 71
Grant—OEG-X-71-0007(057)
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Architects, *Community Involvement, Computer Science, Data Bases, *Decision Making, Educational Environment, *Educational Planning, Educational Problems, Management Information Systems, Planning, *Simulation, Technological Advancement
Identifiers—Simu School
The greatest challenge facing education today is the need to plan adequately for the future. Effective educational planning can work only if all elements of the community are involved in the decisionmaking process, the relevant factors and variables in the educational environment are considered, and the nature of the learning/teaching process in education is understood. As proposed, SIMU-SCHOOL would use simulation techniques to recreate the educational planning process. By utilizing a management information system as an educational tool, SIMU-SCHOOL would create a time-compressed simulation of a series of planning problems. Using this simulation technique, educational and community planners could become involved and would experience the results of their decisions within a few days instead of several years. (Author/RA)

ED 055 367 88 EA 003 871
Planning-Programming-Budgeting System. Intermediate Unit Planning Study. Final Report.
Montgomery County School Board, Norristown, Pa.; Pennsylvania State Dept. of Public Instruction, Harrisburg.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4280
Pub Date Sep 71
Note—146p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Organization, Administrator Education, Administrator Responsibility, Budgeting, County School Systems, Data Processing, Decision Making, Educational Administration, Evaluation, Information Systems, *Intermediate Administrative Units, Planning, Programing, *Regional Planning, Regional Programs, *Systems Approach, Workshops
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
In 1965-66 most local school districts in Pennsylvania completed reorganization by consolidating 67 county school offices into 25 or 30 intermediate administrative units. This document presents the results of various task group activities and projected activities to develop a "generalized" educational planning, programing, budgeting system (PPBS) that can be effectively utilized by these intermediate units. The PPB system in this study assists intermediate unit administrators by presenting information regarding the implications, costs, and benefits of alternative courses of action relevant to resource allocation decisions. The system development from planning and design stages to full implementation and technical and information system development activities are described. Related documents are ED 043 930 and EA 003 898. (Author/RA)

ED 055 368 08 EA 003 872
Reed, William H.
Coordination of Organic Curriculum Development in the Public Schools of Boulder, Colorado. Final Report.
Boulder Valley School District RE-2, Boulder, Colo.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0225
Pub Date Aug 71
Grant—OEG-0-8-080225-2671(085)
Note—168p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, Change Agents, *Curriculum Design, Curriculum Development, Curriculum Planning, *English Curriculum, Program Administration, Reading Instruction, Secondary Education, Self Actualization, Social Studies, *Student Centered Curriculum, Vocational Education
Identifiers—Boulder, Colorado, *Learning Packages
This document describes the efforts of program administrators to implement an organic curriculum in a Boulder, Colorado, high school. The chief program administrator coordinated efforts to develop instructional materials and a curricular program in English, reading, and social studies based on the needs and experiences of local students. Organic curriculum is a learner- rather than a teacher-centered course of study utilizing learning packages specifying behavioral objectives. Appendixes present learning packages for a 10th grade English program and for writing behavioral objectives. (RA)

ED 055 369 24 EA 003 886
Environmental Study: Science and Engineering Buildings. ABS Publication No. 1.
California Univ., Berkeley.; Indiana Univ., Bloomington.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Educational Facilities Labs., Inc., New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0113
Pub Date [Jul 71]
Contract—OEC-0-8-080113-3528
Note—123p.
Available from—University of Calif., Office of Vice President/Planning, 641 University Avenue, Berkeley, Calif. 94720. (One copy free to educational institutions and government agencies. Others, $4.00 each)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Building Design, *College Buildings, Cost Effectiveness, Educational Facilities, Educational Specifications, *Engineering Education, Environmental Criteria, *Facility Utilization Research, Performance Criteria, Physical Design Needs, Physical Environment, *Science Facilities, Space Utilization, *Systems Analysis
Identifiers—ABS, Academic Building Systems
This report is the first of a series which present the results of a systems analysis of the problem of providing science and engineering buildings at the university level conducted by the Academic Building Systems (ABS) program. The document includes (1) a user survey (data and conclusions from a series of studies involving a spectrum of individuals, disciplines, and space types, and concerning activity patterns in, and reactions to, existing facilities); and (2) background studies of academic methods made to ascertain the ways academic buildings may have to meet the needs of future users. Appendixes and a 126-item bibliography are included. Related documents are EA 003 887 and EA 003 888. (Author)

ED 055 370 24 EA 003 887
Information Manual: Procedures, Planning Concepts, Subsystems. ABS Publication No. 3.
California Univ., Berkeley.; Indiana Univ., Bloomington.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Educational Facilities Labs., Inc., New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0113
Pub Date Jul 71
Contract—OEC-0-8-080113-3528
Note—274p.
Available from—Univ. of Calif., Office of Vice President/Planning, 641 University Avenue, Berkeley, Calif. 94720. (One copy free to educational institutions and government agencies. Others, $10.00 each)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Building Design, Building Plans, *College Buildings, Component Building Systems, Cost Effectiveness, Educational Facilities, *Engineering Education, Lighting Design, *Manuals, Movable Partitions, Physical Design Needs, *Science Facilities, *Systems Analysis, Systems Concepts, Utilities
Identifiers—ABS, Academic Building Systems
This report, the third in a series which presents the results of a systems analysis of the problem of providing science and engineering buildings at the university level, is a technical manual for using the Academic Building Systems (ABS) approach in programing, designing, and constructing such facilities. The document presents (1) planning concepts, procedures, and cost/performance control; and (2) one section each on the five ABS subsystems (structure, HVAC, lighting/ceiling, partitions, and utility distribution), their relation to non-ABS subsystems, and the two ABS demonstration projects. Each subsystem description includes performance, design, and construction characteristics. Many diagrams, tables, and figures illustrate the text. Related documents are EA 003 886 and EA 003 888. (Author)

ED 055 371 24 EA 003 888
Cost/Performance Study: Six Science and Engineering Buildings. ABS Publication No. 2.
California Univ., Berkeley.; Indiana Univ., Bloomington.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Educa-

tional Facilities Labs., Inc., New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0113
Pub Date Jul 71
Contract—OEC-0-8-080113-3528
Note—170p.
Available from—Univ. of Calif., Office of Vice President/Planning, 641 University Avenue, Berkeley, California 94720. (One copy free to educational institutions and government agencies. Others, $6.00 each)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Building Conversion, *College Buildings, Component Building Systems, Construction Costs, *Cost Effectiveness, Educational Facilities, *Engineering Education, Flexible Facilities, Performance Criteria, *Science Facilities, *Systems Analysis
Identifiers—ABS, Academic Building Systems
This report, the second in a series which present the results of a systems analysis of the problem of providing science and engineering buildings at the university level, is a detailed analysis of California and Indiana buildings. It relates construction costs to performance and includes studies of alteration costs and different space types in these buildings. The document covers (1) cost/performance data -- summaries and comparisons; (2) cost/performance data -- bioscience buildings; (3) cost/performance data -- science and engineering buildings; (4) cost/performance data -- classroom office buildings; (5) alteration costs, and (6) functional area costs. Each section consists largely of cost charts and diagrams with analysis. Related documents are EA 003 886 and EA 003 887. (Author)

ED 055 372 88 EA 003 898
Planning-Programming-Budgeting System for School Districts. Version III, Model 1. Intermediate Unit Planning Study.
Montgomery County School Board, Norristown, Pa.; Pennsylvania State Dept. of Public Instruction, Harrisburg.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-4280
Pub Date Jun 71
Note—186p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Budgeting, Data Bases, Information Systems, *Intermediate Administrative Units, *Management Systems, Models, *Planning, *Program Budgeting, Program Design, Programing, Resource Allocations, School Districts, *Systems Approach
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This manual was prepared to provide local school districts with a model to follow in implementing a local planning-programing-budgeting system (PPBS). Section I (chapters 1-4) gives the basic concepts and overall design of a PPB system for local districts. Section II (chapters 5-7) describes computations used in a semiautomated PPBS version, provides guidelines for cost allocations to programs, and describes data files. Section III contains instructions for filling out data cards to use the semiautomated version. Appendixes illustrate the type of input needed and the type of output received from the computerized version. Related documents are ED 043 930 and EA 003 871. (Page 108 is missing in the original, and pages 25, 138, and 156-166 may reproduce poorly because of marginal legibility.) (Author/RA)

EC

ED 055 373 EC 033 308
Meyen, Edward L., Ed.
The Missouri Conference on the Categorical/Non-Categorical Issue in Special Education (Columbia, Missouri, March 22-23, 1971). Final Report.
Missouri Univ., Columbia.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 71
Note—147p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, Educational Needs, *Exceptional Child Education, Financial Policy, Grouping (Instructional Purposes), *Handicapped Children, Models, *Public Schools, Staff Role, *Student Placement, *Teacher Qualifications
Papers presented at the conference focus on three concerns relating to heterogeneous-homogeneous student placement in special education classes: handicapped children, public schools, and teacher training programs. Child centered observations include: labeling children by their disabilities, non-categorical or non-homogeneous student placement of mildly handicapped children, establishing special education needs of children from minority groups, and relating non-categorical models to individualized instruction. School centered observations cover: developing alternatives to categorical models, preparing school staff to accept responsibility for mildly handicapped children, funding, and relating special educators to general educators. Teacher training observations consist of: providing teacher training experiences on a non-categorical basis, substituting competency based programs for structured courses, increasing early teacher trainee involvement in classroom settings, insufficient working with minority group children in current trainee programs, university funding, block funding, and certifying teachers. (CB)

ED 055 374 EC 033 310
Title III ESEA - Evaluation Special Education. Final Report.
District of Columbia Public Schools, Washington, D.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 71
Note—165p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Aphasia, *Demonstration Projects, Emotionally Disturbed, *Exceptional Child Education, *Handicapped Children, Mentally Handicapped, Multiply Handicapped, Program Descriptions, *Program Evaluation, Trainable Mentally Handicapped
Identifiers—*District of Columbia
Presented are evaluation reports on four special education programs in the District of Columbia Public Schools: a daily program for the development of linguistic and conceptual ability in 12 aphasic children, emphasizing language reception and expression; a complete instructional program for some 18 multiply handicapped, hearing impaired rubella children ages 4-9 years; a program based on principles of behavior modification and called DILE (Designed Individualized Learning Environment) for 35 seriously emotionally disturbed or socially maladjusted children; and a program focusing on the training of adaptive behaviors in 38 severely mentally retarded children. Evaluation techniques included observation of behavioral changes, performance measures, analysis of diagnostic tests, anecdotal and cumulative records, and interviews or reports from social workers, psychiatrists, parents, teachers, principals, and project directors. A summary and a consultant's detailed systematic evaluation are given for each project. Consultants' examine extent to which projects meet objectives, strengths and weaknesses, and successes and failures of projects. Recommendations and some statistical data are included. (KW)

ED 055 375 EC 033 311
Bradley, William
Transactional Dialogues and Concomitance in Syntactic and Aesthetic Ordering: A Report of Studies with Deaf Subjects.
Pennsylvania State Univ., University Park.
Pub Date Apr 71
Note—22p.; Paper read at the National Art Education Association Convention (Dallas, Texas, April, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, *Aurally Handicapped, *Communication (Thought Transfer), *Evaluation, *Exceptional Child Research, Performance Factors
Transactional dialogues and concomitance in syntactic and aesthetic ordering were studied in 32 deaf students during 12 weeks of art classes meeting three days a week for periods of 1 hour each. The dialogues were said to have accomplished a gradual take over of mind-to-mind communication in lieu of both authority and childing. Findings indicated that the five judges evaluating the students' art products made judgments highly correlated with each other as reported on the significant correlation matrix. A second finding was that both correlational analysis and analysis of variance showed significant relationships between art quality improvement and changes toward complexity in figure preference with positive changes in development of syntax as measured by the Stanford Achievement Test scales for word meaning, paragraph meaning, and arithmetic computation skills. The third finding was that a correlation existed in some instances among scores on the Welsh Figure Preference Test art scale and low scores on art product judgments. (CB)

ED 055 376 EC 033 312
Pooley, Richard
An Experiment in Delinquency Prevention and Control.
Southern Illinois Univ., Carbondale. Center for the Study of Crime, Delinquency and Corrections.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield.
Pub Date Aug 71
Note—217p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adolescents, *Behavior Change, *Case Studies, *Delinquents, *Emotionally Disturbed, *Exceptional Child Research, Operant Conditioning, Reinforcement, Social Adjustment
University graduate students worked as counselors with delinquent prone youths to develop and define means of identifying and re-orienting delinquent prone youths in a high school community setting. Diagnostic and evaluative instruments and techniques used included the computer analyzed Minnesota Multiphasic Personality Inventory (MMPI) and the Multiple Linear Regression Analysis of selected MMPI data. Seven case studies conducted within a classification and treatment methodology referred to as differential treatment were presented. The case studies consisted of differential treatment of a pre-delinquent youth using social reinforcement, application of a token economy system to modify effeminate dress behavior, differential treatment of a pre-delinquent high school girl, differential treatment of drug abuse, conditioning school attendance in a pre-delinquent juvenile with token and social reinforcement, application of composite methods to treatment of a pre-delinquent high school girl, and transactional analysis treatment of a delinquent-prone youth. (CB)

ED 055 377 EC 033 391
Cohen, Harold L. And Others
Programming Interpersonal Curricula for Adolescents (PICA) Project Year Three: A Laboratory Model.
Institute for Behavioral Research, Silver Spring, Md.
Spons Agency—National Inst. of Mental Health, Bethesda, Md. Center for Studies of Crime and Delinquency.
Pub Date Oct 71
Note—145p.
Available from—Institute for Behavioral Research, Inc., 2429 Linden Lane, Silver Spring, Maryland 20910 ($2.50)
Document Not Available from EDRS.
Descriptors—Annual Reports, Behavior Change, Delinquents, *Demonstration Projects, Educational Programs, *Exceptional Child Education, *Interpersonal Competence, Program Descriptions, *Remedial Instruction, *Socially Maladjusted, Special Classes
The report reviews the third year of a 4-year demonstration and research project, Programing Interpersonal Curricula for Adolescents (PICA). General purpose is to develop remedial procedures for adolescents with both scholastic and social or behavioral problems. In a half day educational program 12 such students study academic and interpersonal subject matter in a contingency-managed system under which students are monetarily rewarded for both academic achievement and appropriate behavior, and are penalized for inappropriate behavior. The report covers purpose and objectives, student selection and enrollment, results in the areas of intelligence and achievement testing and attendance records,

the interpersonal skills curricula, the academic program in English and mathematics, the school liaison program, and the family liaison program. Appendixes present additional information on PICA student regulations, the student activity level program, PICA data management, the behavior modification program for tardy students, and a proposal for a junior high school skills center. (KW)

ED 055 378 EC 033 392
Bayes, Kenneth, Ed. Francklin, Sandra, Ed.
Designing for the Handicapped.
Pub Date 71
Note—79p.
Available from—Society for Emotionally Disturbed Children, 1405 Bishop Street, Room 303, Montreal 107, Quebec, Canada ($4.00)
Document Not Available from EDRS.
Descriptors—*Architectural Programing, *Building Design, Classroom Environment, *Educational Facilities, *Environmental Influences, Environmental Research, Gifted, Handicapped, *Handicapped Children, School Buildings

The eleven articles in the volume concern methods and techniques for designing specialized schools, institutions, and other buildings or accommodations for the handicapped and particularly for exceptional children (both handicapped and gifted). Written by architects and others in this field, the articles discuss incorporation of both psychological and physical needs of the special populations into architectural design. In addition to discussions of the needs of the handicapped, design approach to an individual building, the possible therapeutic aspects of environment, and environment for assessment, architectural design is also examined in relation to the following particular exceptionalities: educable mentally retarded, mentally ill, maladjusted children, visually handicapped, aurally handicapped, learning disabled, and gifted. Appended are a list of research projects involving environmental design factors and the handicapped with brief descriptions of each project, and a bibliography of material written specifically for architects and planners or relevant to the design of the environment as it particularly relates to the handicapped. (KW)

ED 055 379 EC 033 393
Vulpe, Shirley German
Home Care and Management of the Mentally Retarded Child.
National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency—Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date 69
Note—172p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Child Development, *Evaluation Methods, *Exceptional Child Education, *Mentally Handicapped, Motor Development, *Occupational Therapy, Parent Role, *Perceptual Motor Coordination, Physical Activities, Physical Therapy, Testing, Training Techniques

The manual details a behavioral and developmental assessment procedure, treatment techniques and method of planning home training programs for mentally retarded children. Focus is on normal preschool development up through 5 years of age. Aims are to help the child function at maximum level by providing practical suggestions to parents for stimulating the child's development (behavioral and perceptual motor skills in particular). Discussed are selection of families for home care services and assessment rationale. An extensive assessment battery is presented as a basis for treatment planning, utilizing techniques of occupational therapy. The battery, with a graduated rating system, encompasses six skill areas: basic senses and functions, perceptual motor, fine motor, gross motor, behavioral, and daily living activities. It applies to children functioning from 3 months to 6 years of age. Methods of planning training programs, specific techniques, progression of skills, and equipment are discussed and four sample occupational therapy home programs presented. Appendixes include samples of completed assessment and treatment forms, the rating scale applied to several specific activities, and more sample home programs. The assessment battery is also published separately (See EC 033 394). (KW)

ED 055 380 EC 033 394
Vulpe, Shirley German
Home Care and Management of the Mentally Retarded Child: Basic Skills Assessment.
National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency—Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date 69
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Evaluation Methods, *Exceptional Child Education, *Mentally Handicapped, Motor Development, Occupational Therapy, *Perceptual Motor Coordination, *Testing

The assessment battery is intended to establish the mentally retarded child's highest level of performance in each activity as a prerequisite to and planning aid for the development of an occupational therapy-based home training program designed to stimulate the child to operate at maximum ability levels. The battery, with a graduated rating system, encompasses the following six skill areas: basic senses and functions, perceptual motor, fine motor, gross motor, behavioral, and activities of daily living. General and itemized instructions for administration and scoring, and an indication of testing equipment needed, are given. The battery is designed to assess the basic skills of children functioning at levels from 3 months to 6 years of age. See EC 033 393 for a description of how the results of the assessment battery are used in planning the home training programs. (KW)

ED 055 381 EC 033 395
Blumberg, Allen
The Training of Parents of Profoundly and Severely Mentally Retarded Children in Handling Behavior at Home. Final Report.
West Virginia Univ., Nitro. Kanawha Valley Graduate Center.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Sep 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, Demonstration Projects, *Exceptional Child Education, Mentally Handicapped, *Operant Conditioning, Parent Education, *Parent Role, *Self Care Skills, *Trainable Mentally Handicapped, Training Techniques

Described is a project in which parents of profoundly and severely mentally retarded children were taught techniques of operant conditioning to be used in training their children in self help skills such as feeding, toileting, and dressing, with the end goal of reducing the anxiety level of parents. Involved were 25 parents whose children were on the waiting list for admission to the Colin Anderson Center, a West Virginia state institution for the retarded. After a 3-day workshop on the fundamentals of operant conditioning, parents kept progress recordings of their daily work at home training their child in a particular self help skill for 1 month. Then each parent met with the investigator of the project to discuss the training and to have filmed the parent's demonstration of how they taught their children. Following evaluation of the filmed technique, parents returned home to work with their child for another month on the same or another skill. With the help of films made of parent demonstrations after the second month, parents recognized the progress which they and their children had made. Included in the report are five unedited parental descriptions of how they trained their child on dressing and toilet training skills. (KW)

ED 055 382 EC 040 146
Martin, Clyde I.
Educational Programs for Children Under Six with Implications for the Handicapped. Vol. 1 No. 1.
Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, *Early Childhood Education, *Educational Programs, *Exceptional Child Education, *Handicapped Children, Humanities, *Program Descriptions, Sciences, Teaching Methods

Described are projected educational programs for children aged 6 and under, with implications for handicapped child education. The author's premise is that all children need to understand themselves and their world in order to understand those similar and dissimilar to them; how different children gain this understanding may differ. Educational programs are said to have three criteria: congruency of learning activity with child's nature, consideration given to best known theories about cognitive development, and content relevancy. The nature of projected educational program is shown to include learning about natural and social sciences, learning the concept of space, which is accompanied by suggestions for a directed teaching situation, development of concepts and language, introduction to the concept of roadside market as economics, which includes suggested teaching methods, progression from meanings to oral language to reading, and mathematics. Discussion of the role of humanities in children's programs includes the value of great literature for children, effective music programs for children, support for sensory motor experiences, and an example study on the wind as a use of poetry for kindergarten students. (CB)

ED 055 383 EC 040 147
Kirby, Fred W.
An Administrator's Suggestions for a Sample Staff Training Program Sequence in an Early Childhood Education Center for Handicapped Children. Vol. 1, No. 2.
Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-53106-(031)
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood Education, Educational Objectives, *Exceptional Child Education, Guidelines, *Handicapped Children, Inservice Teacher Education, *Institutes (Training Programs), Preschool Children, *Program Descriptions, Staff Orientation

Described is a projected 40-hour staff training program in general educational principles for personnel in early childhood education centers. Three developmental goals of early childhood educational programs are said to be: wholesome self concept, acceptable social concepts, and aesthetic concepts. Program aspects discussed are: educational analysis; evaluative or diagnostic instruments, including their administration, type of information furnished, validity, accompanying terminology, and applicability of findings to children; differences in physical ability, strength, size, agility, and coordination of preschool children; social differences of preschool children; theories of learning or thinking as applied to preschool children; school and community relations with emphasis on parental involvement; exploratory workshop for display of available instructional materials and equipment; and individual conferences for program participants. The author then recommends that 20 hours be spent working with handicapped children in general and 20 hours with specific handicapping conditions. (CB)

ED 055 384 EC 040 148
Ashmore, Lear
Speech and Hearing Services in Exemplary Early Childhood Education Centers. Vol. 1, No. 3.
Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication Problems, *Early Childhood Education, *Exceptional Child Education, *Language Handicapped, Learning Disabilities, *Program Descriptions, Speech Therapists, Speech Therapy, *Team Teaching

Described is a projected program involving team teaching for speech clinician and classroom teacher to meet needs of children with communication problems in early childhood education centers. It is explained that the speech clinician will be present in the regular classroom for a

given period of time to implement diagnosing and remediation of communication disorders of children. Speech improvement structure is described as modified block or intensive cycle scheduling plan, with speech development and speech modification theory added to regular curriculum. Implementation and advantages of the combined program from viewpoints of training coordinator, teacher, speech clinician, children, and parents are then presented. Advantages for training coordinator discussed are program and curriculum planning, scheduling, equipment and materials, staff training, and parent information. Advantage for classroom teacher is said to be in the team effort to meet children's needs. The speech clinician's main advantage is explained as being a part of the children's everyday experience. The children are thought to benefit from having no separation out of those having communication disorders, while parents are said to benefit by improved speech performance of their children. (CB)

ED 055 385 EC 040 149

Acevedo, Homero

An Approach for Counseling Mexican-American Parents of Mentally Retarded Children. Vol. 1, No. 4.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling Effectiveness, *Cultural Background, Cultural Factors, *Exceptional Child Services, *Mentally Handicapped, *Mexican Americans, Parent Attitudes, *Parent Counseling

The monograph on the counseling of Mexican-American parents of mentally retarded children begins with a discussion of Mexican-American culture, on the premise that a good knowledge of background, culture, customs, and mores is necessary to understand and counsel such parents. Treated are stereotyped images of each other held by Anglos and Mexican-Americans, economic and social interrelationships and fears, values and structure of the family, and concept of health and sickness. The counseling session with the parents is discussed in terms of creating an atmosphere conducive to open communication, explaining the concept and causes of mental retardation in simple terms, and exploring with parents the roles which they and the school will play in relation to their retarded child. (KW)

ED 055 386 EC 040 150

Boston, John A. Hanna, Ralph

Glossary of Medical Terms for Personnel Working with Preschool Handicapped Children and Their Parents. Vol. 1, No. 5.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Glossaries, *Handicapped Children, Medical Evaluation, Physical Characteristics, Vocabulary
Identifiers—Pediatrics

The major portion of the socument consists of a listing of medical terminology useful to personnel working with young handicapped children and their parents. Definitions for all terms and indications of pronunciation for the more difficult terms are given. A briefer section of the glossary defines the various branches or specialities of medicine, some common modes of treatment, common abbreviations, and words used to describe general patient states or conditions. (KW)

ED 055 387 EC 040 151

Lambright, Gale

Introduction to Young Exceptional Children: A Guide for Paraprofessionals. Vol. 1, No. 6.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childhood Needs, *Classification, *Exceptional Child Education, Guidelines, *Handicapped Children, Nonprofessional Personnel

The guide presents, in simple language, a basic introduction to exceptional children for paraprofessionals. Outlined are some of the basic needs of exceptional children, including needs which he has in common with all children. Presented are three examples of children with various handicaps to show who exceptional children are. Progress in caring for and educating handicapped children is noted and the eight major categories into which special education has classified these children are defined (mentally retarded, visually handicapped, aurally handicapped, physically handicapped, speech impaired, special health problems, emotionally disturbed, and learning disabled). (KW)

ED 055 388 EC 040 152

Kaufman, Martin

Selected Bibliography and Notations: Parents, Teacher Aides, and In-Service Education. Vol. 1, No. 7.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Early Childhood Education, Exceptional Child Education, Handicapped Children, *Inservice Teacher Education, *Parent Influence, *Parent Role, Parent School Relationship, *Teacher Aides

The emphasis of the bibliography on parents, teacher aides, and inservice education is on the utilization of parents as teacher aides in school and at home to foster the fullest development of children. Its stated purpose is to provide a resource for persons desiring information on the maximal enhancement of the interactions between parent and child, teacher and child, and teacher and parent. Entries deal with such topics as parent attitudes, parent child relationships, teacher-parent cooperation, paraprofessional programs, teacher aides' roles and reactions, parent education, inservice programs, family influence, and other related topics. Appended notes are comments and quotations collected by the author in an initial attempt to compile information for a monograph on the utilization of parents as teacher aides. They deal with instruction and utilization of parents and the home in early childhood programs for exceptional children in particular. (KW)

ED 055 389 EC 040 153

Hammer, Edwin K.

Review of the Literature in Early Childhood Education, with Emphasis Upon Early Education of Handicapped Children: A Staff Training Manual. Vol. 1, No. 8.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childhood Needs, *Early Childhood Education, Educational Needs, Educational Objectives, *Exceptional Child Education, *Handicapped Children, Intervention, *Literature Reviews

The review of literature related to basic ideas in early childhood education relates the development of early education programs to the education of handicapped children. Research studies based on the premise that early mediation of disabilities is beneficial to minimize the effects of the handicapping condition are reviewed, as are studies in program development. Covered are several types of early childhood intervention programs which have been suggested. Types, philosophy, components, and logical development of programs are delineated. The fundamental needs of all children as suggested by L. K. Frank (1938) are examined, to serve as a framework for developing required services for handicapped children. Also reviewed is selected literature relating to teaching strategies, techniques for observing emerging needs in children, and the definition of the role of the early education teacher. (KW)

ED 055 390 EC 040 154

Whitcraft, Carol

Gross Motor Engrams: An Important Spatial Learning Modality for Preschool Visually Handicapped Children. Vol. 1, No. 9.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Research, *Motor Development, Neurology, Perceptual Development, *Perceptual Motor Learning, Research Reviews (Publications), *Space Orientation, *Visually Handicapped, Visually Handicapped Orientation

Investigations and theories concerning interrelationships of motoric experiences, perceptual-motor skills, and learning are reviewed, with emphasis on early engramming of form and space concepts. Covered are studies on haptic perception of form, the matching of perceptual data and motor information, Kephart's perceptual-motor theory, and supporting data for this theory from phsiological investigations. Such supporting data includes research on the concept of motor engrams, defined in physiological terms as a structural change in the nervous system effected by an experience. For visually handicapped children, the concept of motoric engrams is seen as an essential learning modality for motor orientation and spatial perception. Four motor generalizations significant in the education of blind children are delineated: balance and posture, contact, locomotion, and receipt and propulsion. Concluded is the importance of establishing spatial orientation intrinsically through gross motor movements in early childhood (gross motor engramming as a learning modality for interacting with one's environment). All children are seen to need gross motoric engrams as foundations for spatial-perceptual development, with the blind urgently needing motoric environmental interaction as a readiness base for mobility. (KW)

ED 055 391 EC 040 155

Steele, Nancy W.

The Special Purpose Preschool for Children with Multiple Disabilities. Vol. 1, No. 10.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood Education, Educational Planning, *Educational Programs, *Exceptional Child Education, *Multiply Handicapped, Program Design, Program Planning

The discussion of early childhood education for multiply handicapped preschoolers is intended for teachers and concerns certain aspects of educational practice basic to an effective and efficient preschool program and what teachers can do in planning to meet the needs of such children. Broad goals of a preschool program for the multiply handicapped are outlined and an organizational pattern for the program (i.e., scheduling of activities) suggested. Suggestions are also made concerning the planning of activities for both large and small groups. Discussion of individualized teaching focuses upon the determination of behavioral objectives, while discussion of parent involvement suggests ways for planning and initiating programs for parents. Covered are parent visits to school, conferences, progress reports, and parent groups. Attention is also given to the use of consultants, particularly for medical, psychological, and educational consultation, and to the role of research and relationship of researchers to practitioners. (KW)

ED 055 392 EC 040 156

Training of Nonprofessionals in Early Childhood Education Centers. Vol. 1, No. 11.

Texas Univ., Austin. Dept. of Special Education.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-531306-(031)
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood Education, *Exceptional Child Education, Handicapped Chil-

dren, *Instructional Staff, *Nonprofessional Personnel, Program Descriptions, *Teacher Aides

Written for personnel in early childhood education who are planning training programs for nonprofessionals, the paper outlines a program for training instructional aides who will be actively involved in the teaching process, unlike volunteers or teacher aides. Some major problems and general guidelines for training and employing nonprofessionals in early childhood education centers are presented. The major portion of the document is devoted to a detailed description of the 2-year training program for instructional aides at the Houston Speech and Hearing Center, planned in cooperation with the Houston Vocational Guidance Service - New Careers. Basic educational training and a salary for the trainees was provided by New Careers personnel, while the Center provided the on-the-job training and assumed one-half of the trainees' salaries during the second year of training. Trainees underwent instructional aide training after completing basic teacher aide training. Described are coordination of the two organizations, content of courses taught, sample schedules, involvement of regular teaching staff, job descriptions for each sequence of the program, characteristics of trainees, sample trainee projects, and evaluation methods. (KW)

ED 055 393 EC 040 157

Hughes, Anne E.

For Those Who Choose to Teach in the '70's. Vol. 1, No. 12.

Texas Univ., Austin. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-9-531306-(031)

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Teachers, Educational Objectives, Teacher Characteristics, *Teacher Orientation, *Teacher Role

Written by an experienced teacher and addressed to beginning teachers, the paper concerns the problems and pleasures of teaching in the '70's from one teacher's point of view. The physical, emotional, spiritual or moral, and intellectual requirements for teaching are examined. Also explored are four broad objectives of the teaching-learning process: self-realization, human relationships, economic efficiency, and civic responsibility. Suggestions are made concerning how a teacher can reach these objectives, in addition to suggestions concerning the importance and characteristics of a good teacher, the physical layout of the classroom, and organizing for teaching. A check list is provided to help in estimating a child's learning readiness, and the field trip technique in teaching is explained. Discussed in relation to developing the language skills are helping the child to listen, oral language, and teaching reading. (KW)

ED 055 394 40 EC 040 216

Reichart, Sandford And Others

The Taxonomic Instruction Project: A Manual of Principles and Practices Pertaining to the Content of Instruction. First Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2528; BR-7-1295

Pub Date Dec 69

Grant—OEG-1-6-062528-2092; OEG-08-071295-4399(032)

Note—295p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Behavior Problems, Diagnostic Teaching, *Emotionally Disturbed, *Exceptional Child Education, Guidelines, Inservice Teacher Education, Instructional Materials, Models, *Reading, Reading Materials, Reading Skills, *Taxonomy, Underachievers

Presented is the first of three reports on taxonomic instruction, which is defined as a method of systematizing strategies and substances of instruction for purposes of diagnostic teaching. The target population is a group of behaviorally disordered, underachieving boys, aged 10 to 15, and the instructional content is reading, which is divided into basic skills, basic subskills, and sequential levels. The unit on taxonomic instruction explains that the taxonomy model has the following structural organization: instructional content organized logically and sequentially through epistemological analysis; transmission of instructional stimuli through any of pupil's receptive sensory modalities; response elicitation through any of pupil's expressive channels of communication; and mastery of total range of instructional modes and methods available. Five basic skills related to reading are coded as cognitive perceptual, language analysis, comprehension, study skills, and aesthetic expression. Lengthy instructional materials on reading are included for each basic skill. Also included are simulated experiences of a taxonomic inservice teacher education project in the form of 36 facsimiles of various project transparencies, which are intended as a guideline for taxonomic instruction. (See also EC 040 217 and EC 040 218.) (CB)

ED 055 395 40 EC 040 217

Tannenbaum, Abraham J.

The Taxonomic Instruction Project: An Introduction to Taxonomic Instruction.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2528; BR-7-1295

Pub Date Jun 70

Grant—OEG-1-6-062528-2092; OEG-08-071295-4399(032)

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Diagnostic Teaching, Discipline Problems, *Emotionally Disturbed, *Exceptional Child Education, Models, *Reading, Reading Skills, *Taxonomy, Teacher Role, *Underachievers

Presented is an introduction to taxonomic instruction, which is defined as a method of classifying substances and strategies of teacher instruction for handicapped children. In the second of three reports, the teacher is described as having four main roles: facilitation of healthy interaction processes, evocation of productive thinking processes, manipulation of reinforcement systems, and transaction of basic skills and competencies. Instruction as part of a communications system among teacher and pupils is illustrated. Target population of the present project is said to be underachieving boys with severe discipline problems, aged 10 to 15 years. The taxonomy is shown to limit its concern to the pupil's engagement in absorbing adaptive basic skills and concepts. Skills are broken into subskills and then translated into instructional materials and nonmaterial instructional stimuli. The taxonomy is shown to permit diagnostic teaching with stated goals of individualization and personalization. Basic skills in the field of reading are: cognitive-perceptual, language analysis, comprehension, and study skills. Structure and function of the taxonomic model are explained, followed by applications, of which the main one is said to be a tool for lesson planning. (See also EC 040 216 and EC 040 218.) (CB)

ED 055 396 EC 040 218

Brodack, Joseph And Others

The Taxonomic Instruction Project: A Manual of Principles and Practices Pertaining to the Strategies of Instruction. Second Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2528; BR-7-1295

Pub Date Aug 70

Grant—OEG-1-6-062528-2092; OEG-08-071295-4399(032)

Note—193p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Case Studies, *Emotionally Disturbed, *Exceptional Child Education, Guidelines, Instructional Materials, Program Development, *Reading, Reading Materials, Reading Skills, *Taxonomy, *Underachievers

Intended as an instructional guideline, the last of three reports on taxonomic instruction explains strategy development and use in instruction. The instructional content is reading, with a target population of emotionally disturbed, underachieving students. Strategies are defined as instructional actions resulting from a process of experimentation and hypothesis testing by the teacher. The taxonomy is intended, therefore, as an organizing index for instructional behavior of teachers. The content of reading is described as being divided into basic skills, basic subskills, and sequential levels. The reading instruction strategy is described as composed of settings of student grouping, modes of instruction, sensory modality input channels for a student's reception of information, and sensory modality output channels for a student's expression of information. Each aspect of instructional strategies is explained with examples of taxonomic strategies. Achievement of individualization and personalization in strategies is then explained. Included are different tests and observations used in strategy formation. Then four case studies are presented illustrating the decision making process in strategy formation. Concluding is a discussion on relationship of strategy use and formation to computer assisted instruction. (See also EC 040 216 and EC 040 217.) (CB)

ED 055 397 EC 040 219

Buckman, Rilma Oxley

Building a Network of Services: 1963-1971. Final Report: Greater Cleveland Mental Retardation Development Project.

Welfare Federation of Cleveland, Ohio.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Sep 71

Note—287p.

Available from—Welfare Federation of Cleveland, 1001 Huron Road, Cleveland, Ohio 44115

Document Not Available from EDRS.

Descriptors—*Community Coordination, *Community Planning, Community Services, Cooperative Planning, Demonstration Projects, *Exceptional Child Services, Interagency Coordination, *Mentally Handicapped, Program Development, Residential Care, *Vocational Rehabilitation

The final report documents the Greater Cleveland Mental Retardation Development Project, a 5-year demonstration project concerned with solving such problems as how a community can provide all the services and programs needed by the retarded and their families, ensure successful and appropriate employment, and staff and finance such programs. Conducted in four counties, the Project was concerned with five major areas of activity: vocational rehabilitation, education, recreation, clinical services, and residential care, with the primary purpose being the development of vocational rehabilitation and closely related services. The report covers pre-project beginnings (1963-4), the Planning Project (1965), and the Development Project (1966-70), specifying how both conventional and innovative community organization methods made possible achievement of improved vocational rehabilitation services as part of an improved total community network of services. Aspects of the Project detailed include designing and staffing, data gathering and information sharing, vocational habilitation activities, residential care activities, building organizational structure (direct service agencies, advocacy agencies, multi-organizational planning and coordination agencies), and development of services in the more rural eastern counties. (KW)

ED 055 398 EC 040 220

Buckman, Rilma Oxley, Ed.

Blueprint for the Seventies: The 1971 Mental Retardation Blueprint for Action for Cuyahoga County, Ohio.

Welfare Federation of Cleveland, Ohio.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 71

Note—93p.

Available from—Welfare Federation of Cleveland, 1001 Huron Road, Cleveland, Ohio 44115

Document Not Available from EDRS.

Descriptors—Clinics, *Community Programs, *Community Services, Educational Programs, *Exceptional Child Services, *Mentally Handicapped, *Program Descriptions, Recreation, Residential Care, Vocational Rehabilitation

Identifiers—Ohio

The document briefly explains mental retardation, describes existing community programs for the retarded and their families in Ohio's Cuyahoga County with special attention to changes since 1965, and recommends ways of

providing county community services as yet unmet. The following service delivery systems are discussed: clinical services, including prevention, physiological and psychological measures; educational services, covering the dual school system, accomplishments as evidenced by growing enrollments, programing for individual students, employment preparation, explanation of obstacles affecting program growth, and children with learning disabilities; recreational services and their value to the retarded; vocational rehabilitation services, which mentions the Bureau of Vocational Rehabilitation, Ohio Bureau of Employment Services, County Board of Mental Retardation, Mobile Analysis Rehabilitation Team, Marymount Rehabilitation Services, youth enrichment services, Camp Courage, and a development center for the handicapped; and residential care services. Implementation of the programs is discussed, with consideration of coordination and planning, fact gathering, program evaluation, research, finances, personnel, and facilities. (CB)

ED 055 399 EC 040 221
Stovall, Betty J. *Tongue, Cornelia*
Handbook for Resource Teachers of Gifted Children.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date 71
Note—53p.; Prepared by the Division for Exceptional Children
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Methods, *Exceptional Child Education, *Gifted, Learning Processes, *Lesson Plans, *Resource Guides, *Resource Teachers, Thought Processes

Designed for resource teachers of gifted children, the resource guide explains the inquiry educational method and presents seven lesson plan designs. The inquiry learning process is said to encourage use of any communication style that relates to the individual and develops the following learning and thought processes: identification of study problems; collection and organization of problem information; statement of hypothesis and possible conclusions; research investigations to test hypothesis; communication of hypothesis, testing activities, and final product to others; and evaluation of total procedure. Each study unit is divided into five steps: concept to be investigated, procedure for development, communication or presentation of product done by students, evaluation, and materials and equipment. The units cover inquiry readiness activities, social studies, language arts, science, mathematics, fine arts, and related disciplines. (CB)

ED 055 400 EC 040 222
Portal-Foster, C. W.
Mental Retardation in a Canadian Province: Report No. 6, Statistical Recording Procedure.
Canadian Council on Social Development, Ottawa (Ontario).
Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).
Pub Date Jun 71
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, Disease Control, *Exceptional Child Research, Foreign Countries, Incidence, Maturation, *Mentally Handicapped, *Research Methodology, *Statistical Data
Identifiers—*Canada

The sixth in a series of eight reports on mental retardation in a Canadian province recorded in detail the research methodology used in acquisition of epidemiological data (incidence and disease control) and in depth knowledge of mental retardation as it occurred in the target population. In addition to attitudinal, demographic, and other variables, the procedure was explained to allow for raw and/or scaled scores for psychometric, and conceptual and social maturation. The project was designed to facilitate subsequent and more intensive analysis of test items and methodological variables. Eleven data cards were used, with the total number for each individual subject varying according to age and household status. Card types 01 and 02 referred to household data and card types 03 through 11 included individual subject data. Data for the 11 cards were included in the report. A glossary of terms and definitions concluded the work. Rationale for test and individual data was discussed in the other reports. (See also ED 040 528, ED 042 277, ED 038 787, ED 037 863, ED 047 472, EC 040 223, and EC 040 224.) (CB)

ED 055 401 EC 040 223
Portal-Foster, C. W.
Mental Retardation in a Canadian Province: Report No. 7, Preliminary Outline of Analysis.
Canadian Council on Social Development, Ottawa (Ontario).
Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).
Pub Date Jul 71
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, Disease Control, *Exceptional Child Research, Foreign Countries, Identification, Incidence, Maturation, *Mentally Handicapped, *Research Methodology, *Statistical Data
Identifiers—*Canada

The seventh in a series of eight reports on mental retardation in a Canadian province provided basic psychometric, social and conceptual maturity data of the study and outlined preliminary analytical tables designed to validate research questions. The report was explained to represent a transition from theoretical discussion of mental retardation to actual isolation and study of mentally retarded persons and other persons who had significant influence on lives of the retarded. Sections one through three placed individuals by age/sex categories on a table according to test scores on the Wechsler Intelligence Test for Children, the Draw-A-Person test, and the Vineland Social Maturity Scale. The psychometric data permitted selection of persons requiring further screening for mental retardation. Section four represented identification of sub-samples and significant persons groups. Demographical and analytical analysis in sections five and six tested variables related to epidemiology (incidence and disease control) of mental retardation as established in hypotheses included in the fourth report. The seventh section concerned interviewer evaluation. (See also ED 040 528, ED 042 277, ED 038 787, ED 037 863, ED 047 472, EC 040 222, and EC 040 224.) (CB)

ED 055 402 EC 040 224
Portal-Foster, C. W.
Mental Retardation in a Canadian Province: Report No. 8, WISC, SMS, and DAP Score Distributions.
Canadian Council on Social Development, Ottawa (Ontario).
Spons Agency—Canadian Dept. of National Health and Welfare, Ottawa (Ontario).
Pub Date Aug 71
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Exceptional Child Research, Foreign Countries, *Identification, Maturation, *Mentally Handicapped, *Statistical Data, Test Interpretation
Identifiers—*Canada

The last in a series of eight reports on mental retardation in a Canadian province presented statistical data on raw scores for the Wechsler Intelligence Scale for Children (WISC), the Vineland Social Maturity Scale (SMS), and the Draw-A-Person (DAP) test by age/sex categories as administered for the study. Isolation of subsamples of the mentally retarded as well as samples of subjects having higher psychometric, conceptual and social maturity scores was said to require identification of subjects by standard deviation ranges from means of age/sex groups for raw scores on the WISC, SMS, and DAP. Designations for units, each of which had a standard deviation range of .5, were said to be synonymous with data card punches. Statistical recording procedures used permitted coding from greater than five standard deviation to less than negative five standard deviation. (See also ED 040 528, ED 042 277, ED 038 787, ED 037 863, ED 047 472, EC 040 222, and EC 040 223.) (CB)

ED 055 403 EC 040 248
McDonald, Phyllis L., Ed. *And Others*
Kaleidoscope: Emerging Patterns in Media. Highlights of the December 1970 CEC San Antonio Conference.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—62p.
Available from—Council for Exceptional Children, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Exceptional Child Education, *Handicapped Children, Innovation, Inservice Teacher Education, *Instructional Media, Media Technology, Program Planning

The report of highlights of the conference on Instructional Technology in the Education of Exceptional Children presents innovative ideas in the field of media useful to teachers and program administrators. Specific classroom applications of various media are described to illustrate the concepts that media give exceptional students new communications modalities, enhance teacher communication skills, add new dimensions to learning and teaching, and make individualized instruction a reality. Also reported are planning ideas and problems, and suggestions for planning instructional systems, delivery systems (instructional resource centers), development of instructional materials, and support for teachers in their use of media. Emphasized is the systems analysis approach to organized planning and the critical role of feedback. The final section describes projects and plans for mediated teacher training packages designed to solve problems related to the increasing number of trainees, the need for on-the-job training, and the need to provide necessary evaluation and feedback. Numerous photographs illustrate the applications of media described. (KW)

ED 055 404 EC 040 249
Abeson, Alan *Blacklow, Julie, Ed.*
Environmental Design: New Relevance for Special Education.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—124p.
Available from—Council for Exceptional Children, Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($6.75)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Architectural Programing, Building Design, Classroom Environment, Design Needs, *Educational Facilities, Educational Planning, *Environmental Research, *Exceptional Child Research, *Handicapped Children, National Surveys, Research Reviews (Publications), School Buildings

Educational facilities for handicapped children are examined in terms of environmental design planning and needs. The first of four sections reports basic findings of the project Physical Environment and Special Education: An Interdisciplinary Approach to Research, which appraised by questionnaires and site visits the present status of special education facilities in the United States. Presented are general findings and implications for design planning based on data gathered relating to student integration, community and parent involvement, the learning space, the educational program and activities, social adjustment, observation systems, transportation, and administrative planning. The second section focuses on planning mechanisms and strategies from the point of view of both architects and special educators. Some individual approaches to planning are presented and mechanics of involving people in the planning process are discussed. The third section contains some specific solutions to environmental problems, with accompanying illustrative drawings. The final section presents selected research findings related to physical and psychological effects of environmental manipulation, research needs, and methodologies which can be used to conduct further research in this area. (KW)

EM

ED 055 405 EM 009 206
Elliott, Richard B., Comp.
Report of the First Annual Conference of the Western Educational Society for Telecommunications.
Pub Date Feb 71
Note—172p.; Proceedings of Conference (San Diego, California, February 22-26, 1971)
EDRS Price MF-$0.65 HC-$6.58

Descriptors—Broadcast Industry, Cable Television, Commercial Television, *Conference Reports, Educational Radio, *Educational Technology, *Instructional Television, Political Issues, Production Techniques, Public Support, Radio, *Telecommunication, Television
Identifiers—Open University of Great Britain
The material in this report consists of transcriptions of audiotapes of the general session speeches and the reports of the concurrent sessions of this conference. The topics of the six general session speeches were: the responsibility of the educational communicator in the political process, commercial television programing for children, television and social architecture, the future of broadcasting, the ABC of cable television, and the future of educational technology. Some 27 concurrent session reports covered public and instructional television programing for cable television, on-site school television, telecommunications and public service agencies, low-budget television techniques, community support for educational television, and the Open University of Great Britain. The techniques of filming for television, career planning for telecommunication students, student-operated campus radio, and broadcasting in the Far East and Germany were also among the subjects of concurrent sessions. A directory of the conference participants and other background information about the conference are also included in the report. (JY)

ED 055 406 EM 009 234
McKune, Lawrence E., Comp.
National Compendium of Televised Education. Volume Fifteen.
Michigan State Univ., East Lansing.
Pub Date 1 Sep 68
Note—730p.
Available from—Michigan State University, Continuing Education Service, University of the Air, Kellogg Center 14, East Lansing, Michigan 48823 ($10.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Instruction, Colleges, *Educational Television, Facility Utilization Research, *Instructional Television, *National Surveys, School Surveys, *Televised Instruction, *Television Surveys, Universities
The use of televised education at schools and colleges throughout the United States was surveyed. Within each state, colleges and then schools are listed alphabetically. Each institution reports for what courses, if any, it is using television, and the grade level and enrollment for each course. Some institutions also comment on their program or future plans. A preface notes that 43 states are now operating or are preparing to operate state television networks, while five other states are making plans for such networks. More than 1200 colleges and universities reported using some television, and 2,962 schools and school systems use it. (JK)

ED 055 407 EM 009 236
Lee, John A.
Test Pattern; Instructional Television at Scarborough College, University of Toronto.
Toronto Univ. (Ontario).
Pub Date 71
Note—124p.
Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 ($7.95)
Document Not Available from EDRS.
Descriptors—Attention Span, Audiences, Closed Circuit Television, *College Instruction, College Students, College Teachers, Educational Attitudes, *Instructional Innovation, Instructional Media, Instructional Television, Large Group Instruction, *Professors, Student Attitudes, Teacher Attitudes, Teacher Role, Teaching Methods, *Televised Instruction, Television, *Television Teachers, Television Viewing
Identifiers—*Scarborough College, University of Toronto
Scarborough College of the University of Toronto was the first North American college planned from its inception for television. Closed-circuit television was fully integrated into its physical fabric and academic program. Videotaped lectures, backed up by small group discussions, were to replace many live lectures. The plan was calculated not only to bring the best lecturers available to all students, but to save the taxpayers about one million dollars a year. The savings have not resulted; new questions of academic rights and copyright have been raised; and the value of television as a replacement medium is left in doubt. Among the reasons for the lack of success of this experiment were: insufficient enrollment for the program to be cost-effective, poor planning in many areas, increasing doubt about the lecture as a tool of education, and personal conflicts. Especially important was the failure of professors to realize that television made new demands on them; the y could not simply recite their lectures to a camera. Teachers' and students' attitudes towards the experiment are summarized. (JK)

ED 055 408 EM 009 238
Unwin, Derick, Ed.
Media and Methods; Instructional Technology in Higher Education.
Pub Date 69
Note—219p.
Available from—McGraw Hill Publishing Company Limited, 330 West 42nd Street, New York, N.Y. 10036 ($8.95)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, Educational Change, Educational Environment, Educational Equipment, Educational Facilities, *Educational Technology, Feedback, *Higher Education, *Instructional Media, Instructional Television, Language Laboratories, Measurement Techniques, Programed Instruction, Projection Equipment, Systems Approach, *Teaching Methods, Television
Since a need exists today for skillful teaching in higher education, many prominent educators have emphasized the necessity of professional teaching standards which incorporate appropriate educational media. The contents of this book are designed to serve as an introduction to various media and to allow individuals to follow up any medium which attracts their interest. The various chapters cover subjects such as general problems of technological development in higher education; the specific audiovisual equipment which can be used and the teaching methods which accompany them; research and applications of programed instruction as related to higher education; the "feedback classroom," a method for providing objective techniques for measuring the effects of alternative instructional techniques; the role and applications of television in higher education; the importance of educational technology in teacher training; the history and development of language laboratories in higher education; the usefulness of a systems approach for improving instruction; and types of learning spaces best suited for large and for small group instruction. The last two chapters discuss some promising developments in educational technology and view educational technology in the perspective of time. (SH)

ED 055 409 EM 009 239
Stones, E.
Readings in Educational Psychology: Learning and Teaching.
Pub Date 4 Aug 70
Note—478p.
Available from—Barnes and Noble, Inc., 105 Fifth Avenue, New York, N.Y. 10003 ($8.00, paperback, $4.00)
Document Not Available from EDRS.
Descriptors—*Classroom Techniques, *Educational Psychology, Intellectual Disciplines, Language Research, Learning Characteristics, Learning Difficulties, *Learning Processes, Learning Theories, Programed Instruction, *Teaching Methods, Thought Processes
The readings compiled for this collection require that the reader have an acquaintance with the basic ideas in the field of educational psychology and a desire to read further and make direct contact with some original sources. The main selection criterion of the papers that are included was their coverage of classroom learning with particular emphasis on the cognitive aspects. The aim of the selection process was to acquaint the reader with authoritative statements from leading workers in given fields. The readings number over 40 and are subsumed under six subject areas: thinking, language, and learning; learning theory and teaching practice; some aspects of subject teaching; programed instruction and instructional systems approach; learning difficulties and the evaluation of learning. Name and subject indexes are included. (Author/SH)

ED 055 410 EM 009 241
Parker, David L.
A Filmography of Films About Movies and Movie-Making. Revised Edition.
Eastman Kodak Co., Rochester, N.Y.
Pub Date 71
Note—15p.
Available from—Eastman Kodak Company, Motion Picture and Education Markets Division, Rochester, New York 14650 (Order No. T-26, 350)
Document Not Available from EDRS.
Descriptors—Acting, Animation, Audiovisual Aids, *Bibliographies, Documentaries, *Film Production, *Films, *Film Study, Instructional Films, *Production Techniques, Sound Films
More than 230 titles of films on the subject of movie-making are listed. The listed films illustrate many aspects of motion picture production, the history of cinema, general facts about movie film, and the nature of the film medium. The range of films included is wide. Selections deal with, among other subjects, the aesthetics of film, the history of animation, the function of the cinematographer, the making of "Butch Cassidy and the Sundance Kid," and filmmaking by teenagers. Other selections include a conversation with Ingrid Bergman and excerpts from "Potemkin" and "Olympia". A brief description accompanies each title. The addresses of the distributors of the films are listed. All the titles listed are 16 mm. black-and-white sound films unless otherwise noted. (Author/JK)

ED 055 411 EM 009 242
Doak, Wesley A. , Ed. Speed, William J., Ed.
Film Review Index. Volume One: 1970.
Audio-Visual Associates, Monterey, Calif.
Pub Date 70
Note—75p.
Available from—Audio-Visual Associates, P. O. BOX 324, Monterey Park, California 91754 ($30.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Documentaries, *Films, *Indexes (Locaters), *Instructional Films
Critical reviews and evaluations of 16 mm. educational and informational films for the year 1970 are indexed. The index lists films alphabetically by title and gives the volume, issue, page, and date of the publication in which the review appeared. The reviews are located in 15 publications devoted mostly to education. Reference books which list addresses and subscription prices for these publications are indicated. (JK)

ED 055 412 EM 009 243
Doak, Wesley A., Ed. Speed, William J., Ed.
Film Review Index. Volume Two: Number One, and Number Two: 1971.
Audio-Visual Associates, Monterey, Calif.
Pub Date 71
Note—97p.; issued quarterly
Available from—Audio-Visual Associates, P. O. BOX 324, Monterey Park, California 91754 ($30.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Documentaries, *Films, *Indexes (Locaters), *Instructional Films
Critical reviews and evaluations of 16 mm. educational and informational films for the year 1971 are indexed. The index lists films alphabetically by title. and gives the volume, issue, page, and date of the publication in which the review appeared. Reference books which list addresses and subscription prices for these publications are indicated. (JK)

ED 055 413 EM 009 253
Rappaport, Edward
The Effects of Trait Anxiety and Dogmatism on State Anxiety During Computer-Assisted Learning.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No—CAI-TM-33
Pub Date 15 May 71
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, Authoritarianism, *Computer Assisted Instruction, *Dogmatism, Mathematics Instruction, *Performance Factors, Undergraduate Study

In this study of the interaction between anxiety trait (Aetrait), anxiety state (A-state), and dogmatism in computer-assisted instruction (CAI), subjects were selected on the basis of extreme scores on a measure of anxiety and on a measure of dogmatism. The subjects were presented with a CAI task consisting of difficult mathematical problems. The subject's A-state during the task and number of errors he made on the task were the dependent variables in the study. The hypothesized relationship between dogmatism and A-state was not confirmed. When A-trait was controlled for, subjects did not differ in the level of A-state displayed during the experiment, regardless of their level of dogmatism. As hypothesized, high A-trait subjects had significantly higher levels of A-state during the experiment than low A-trait subjects. Although neither A-trait nor dogmatism was related to errors on the CAI task, a significant interactive effect between mathematics ability and A-state on performance was observed. (JY)

ED 055 414 EM 009 261

Eshleman, Winston

Differences in Professional Interests Between School Librarians and School Directors of Audio-Visual Services.

Youngstown State Univ., Ohio. Media Center.

Pub Date 71

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Directors, Certification, *Interest Scales, *Librarians, School Personnel, School Services, State Surveys

Since the state of Ohio has combined the certification requirements for the professions of school librarians and directors of audiovisual services, the professional interests of these two groups were compared to discover if they have identical interests. A questionnaire was devised with rating scales for areas of professional concern. The questionnaire was returned by 40 members of each group, and results showed that the librarians had a significantly higher interest in areas concerning printed materials, while the directors of audiovisual services had a significantly higher interest in technology. These results indicate a clear-cut dichotomy between the interests of the two groups; therefore it is recommended that the state of Ohio reverse itself and develop separate certification requirements for the two groups. (SH)

ED 055 415 EM 009 262

Korman, Frank

Innovations in Telecommunications Technology: Implications for Education.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Texas Education Agency, Austin.

Pub Date Oct 71

Note—150p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Cable Television, Closed Circuit Television, Communication (Thought Transfer), Communication Satellites, Costs, *Educational Change, Educational Radio, *Educational Technology, Educational Television, Fixed Service Television, Information Dissemination, Information Networks, Instructional Television, Interdisciplinary Approach, Multimedia Instruction, Relevance (Education, *Telecommunication, Telephone Communication Systems, Video Cassette Systems, Video Tape Recordings

Identifiers—Instructional Television Fixed Service, ITFS

A survey of literature and information sources disclosed the overall trends for telecommunications technology in education. This report describes both hardware and software aspects of these trends. Hardware trends include microminiaturization, increased message transmission capacity, interactive information flow, more complex and complete information grids, faster and longer long distance communications, and multimedia use of technologies; while self paced instruction, the interdisciplinary approach, greater student involvement, increased stress on relevance, team teaching, and time flexibility are included under software trends. A number of telecommunications systems or devices provide the basis for the discussion of the trends: educational television, closed-circuit instructional television, instructional television fixed service, videotape recording, satellite, cable television, radio, telephony, and information networks. These systems are discussed and evaluated in terms of current developments, applications, and potentials for education, and a final section of the report projects future trends for each of the systems. (Author/SH)

ED 055 416 EM 009 263

Smith, Robert D.

A Statement on the Concept of an Urban Telecommunications Center.

Pub Date 19 Oct 71

Note—10p.; Paper presented at the National Association of Educational Broadcasters Convention (47th Annual, Miami Beach, Florida, October 17-20, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), Community Change, Community Control, Community Cooperation, Community Coordination, *Information Centers, *Information Networks, *Instructional Materials Centers, Professional Personnel, Resource Centers, *Telecommunication, *Urban Areas

Identifiers—*Telecommunication Center

An urban Telecommunications Center could offer much to the city of the future. First, it would be a media facilities center, offering materials, classes, and studios for the production of programs. Because it would have a professional staff, the Center would also be a source of expertise to the community. Another function of the Center would be to coordinate and combine community resources to serve the varied needs of the community. Looking further into the future, other functions that the urban Telecommunications Center might be performing 10 years from now could be controlling traffic patterns, providing a two-way-video system for interpersonal communication, and supplying a myriad of other public functions. If these Centers are to function as the coordinators of the future electronic culture, we will have to acquire new skills and understandings to deal with advances in technology. It is hoped that the Telecommunications Center will become a place of art as well as information, so that knowledge can be conveyed efficiently, but with humanity, grace, and humor as well. (SH)

ED 055 417 EM 009 264

Henderson, Diane D. And Others

What A Learning Resource Center (LRC) Could Mean for Georgetown University.

Georgetown Univ., Washington, D.C.; Mitre Corp., McLean, Va.

Report No—M71-62

Pub Date Oct 71

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Centers, College Buildings, *Educational Facilities, Educational Resources, *Instructional Materials Centers, *Resource Centers, *Universities

Identifiers—Georgetown University, *Learning Resource Center, MITRE Corporation

This paper defines the scope of activities of the joint Georgetown University-MITRE Corporation planning group to design a learning resource center (LRC) for Georgetown. The functions of an LRC are described. It was intended to elicit comments from the faculty at Georgetown. Questions for each department to discuss, concerning its goals and how those goals could be furthered by an LRC, are raised. Appendixes give a history of the MITRE-Georgetown agreement and some scenarios of the activities of the LRC. (JK)

ED 055 418 EM 009 265

Miller, Leroy

Public Television: How Our Users See Us.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 18 Oct 71

Note—13p.; Paper presented at the National Association of Educational Broadcasters Convention (47th Annual, Miami Beach, Florida, October 17-20, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Commercial Television, Minority Groups, Programing (Broadcast), *Public Television, Television Surveys, *Television Viewing, Viewing Time

The results of a recent Harris poll, as reported by the Director of Research for the Corporation for Public Broadcasting (CPB), suggest that the way people use television has changed: people who watch tend to do other things while watching. While this may be true of commercial television, the same poll indicated that viewers of public broadcasting programs pay more attention and are more involved in the programs. The CPB suggests that this is because the plots of many commercial television programs tend to be very predictable, while those of public broadcasting programs are not. Other polls reported by the Corporation indicate that since 1965, there has been a 23 percent increase in audience size for public broadcasting, with 38 percent of households interviewed having watched a public television station in the last week. A dramatic increase in public television viewing was found for minority groups--this is probably due to the fact that "Sesame Street" is beginning to penetrate into these households. Additional findings were that median hours watched per week increased from 1.5 to 1.9 percent, that public television viewers are more selective in their viewing, and that public television is seen as less biased than commercial stations. (SH)

ED 055 419 EM 009 266

Singh, Jai P. Morgan, Robert P.

Educational Electronic Information Dissemination and Broadcast Services: History, Current Infrastructure and Public Broadcasting Requirements.

Washington Univ., St. Louis, Mo.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—IM-71/3

Pub Date 9 Aug 71

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Communication, *Broadcast Industry, Broadcast Television, Cable Television, Closed Circuit Television, *Communication Satellites, Dial Access Information Systems, Educational Television, Fixed Service Television, *Information Dissemination, Information Networks, Information Retrieval, Information Services, Information Systems, *Instructional Television, Radio, *Telecommunication, Television

Identifiers—Corporation for Public Broadcasting, National Public Radio, Public Broadcasting Services

This memorandum describes the results of a study on electronic educational information dissemination and broadcast services in the United States. Included are detailed discussions of the historical development and current infrastructure (both in terms of organization and physical plant) of the following services: educational radio and television broadcasting, instructional television fixed services (ITFS), information retieval (dial access) television, and closed-circuit, responsive, and cable television. The creation of the Corporation for Public Broadcasting, the Public Broadcasting Service, and National Public Radio have made it possible to develop a national base and goals for nationwide coverage. These organizations have set forth their requirements in response to the recent filing of proposals with the Federal Communications Commission by eight organizations for owning and operating domestic satellite systems. After reviewing these requirements, the authors have set forth potential long-haul telecommunications requirements for public television and radio distribution. An appendix summarizes the key features of the eight proposals and comments on their suitability for meeting the requirements of public broadcasting. (Author/JK)

ED 055 420 EM 009 267

West, Leonard J.

Effects of Programed vs. Conventional Instruction on Proficiency at Office-Typing Tasks.

City Univ. of New York, N.Y. Office of Teacher Education.

Spons Agency—New York City Board of Education, Bronx, N.Y.

Report No—RR-71-8

Pub Date Sep 71

Note—137p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Business Skills, *Business Subjects, Conventional Instruction, *Intermode Differences, *Programed Instruction, Teaching Methods, *Typewriting

Proficiency at vocational typing tasks after conventional or programed instruction was com-

pared. The subjects were low-ability students in first- and second-year typing classes. The programed instruction featured: little practice at ordinary stroking skills, early introduction of vocational typing tasks, explicit instruction in making decisions about attractive placement of materials on the page, and in-class practice on the typewriter in making these decisions. Tests showed that faster typing was produced by conventional instruction. However, for the most consequential criterion of proficiency, form errors, programed instruction was by far the more effective. Also, the level of work quality after one year of programed instruction was far higher than after two years of conventional instruction. Although teachers reported much "live" reteaching of programed placement concepts, its contribution appears modest, judging by comparison of the performances of frequently absent and infrequently absent students. Teachers also estimated student attitudes towards the program as negative and the program not well suited to low-ability trainees. (Author/JK)

ED 055 421 EM 009 268

The Financing and Organization of Computing in Higher Education: 1971.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 29 Apr 71

Note—188p.; Proceedings of the EDUCOM Spring Conference, Philadelphia, Pennsylvania, April 29, 1971

Available from—EDUCOM, Interuniversity Communications Council, Inc., P. O. BOX 364, Rosedale Road, Princeton, New Jersey 08540

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Colleges, Computer Oriented Programs, *Computers, Computer Science Education, *Conference Reports, Educational Administration, *Educational Finance, Federal Programs, *Higher Education, Libraries, Medical Schools, Regional Cooperation, Time Sharing, Universities

The key issues of the EDUCOM 1971 Spring Conference were the development of new mechanisms to supply computing to colleges and of the means to deliver this computing at lower cost. In the keynote address the history of computing in higher education was reviewed, emphasizing the changes caused by the dwindling manufacturer discounts, the disappearance of National Science Foundation grants, and the general change in federal policy regarding computer funding. Two other papers were presented which reinforced the notion of radical change. One reported the development of a single centralized agency to supply computing to all the campuses in a single state; the other described the development of an independent corporation to supply computing to the university and other agencies, both educational and commercial. Thirteen parallel discussions followed the presentation of these papers. They looked at ways to perserve the existing forms of campus computer centers and at radical alternatives; the computer center as an independent organization; the regional center as an alternative to the on-campus computer; the ultimate concept of a national network of computer centers. The final discussions centered on the relationship of computing to special classes of users: administrative offices,libraries, and medical schools. (JY)

ED 055 422 EM 009 269

Mayeda, Tadashi A.

Guide to Facilities, Capabilities, and Programs of Medical Schools in the United States.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Report No—RM-869

Pub Date Jan 69

Note—380p.

Available from—EDUCOM, P. O. BOX 364, Rosedale Road, Princeton, New Jersey 08540

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Communication, *Audiovisual Programs, Communications, Community Action, Continuous Learning, Directories, *Information Networks, *Medical Schools, Professional Continuing Education, Professional Education, *Surveys, *University Extension

Identifiers—*Biomedical Communications Network

The information in this document was gathered to aid analysts and designers of the proposed Biomedical Communications Network (BCN) of the National Library of Medicine. The current capabilities and facilities of medical schools in areas of activity impinging on the concept and role of BCN are summarized. Medical schools are listed geographically by state. Information provided for each school includes types of financial support, enrollment, number of medical schools in the state, clinical facilities, size of medical library, personnel, statwide statistics on population and hospital facilities, common carrier services, and community action programs. The common carrier services are the potential links between the medical school and other institutions. Community action programs are defined here as those extramural library, specialized information, specialized education, and audio and audiovisual offerings to the non-academic members of that institution. Indexes to the schools, personnel, and programs are included. (JY)

ED 055 423 EM 009 270

Cooper, William

Role of Audio and Audio-Visual Materials in Enhancing the Learning Process of Health Science Personnel.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Report No—RM-969

Pub Date Jan 69

Note—26p.

Available from—EDUCOM, P. O. BOX 364, Rosedale Road, Princeton, N.J. 08540

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Instruction, *Audiovisual Programs, Continuous Learning, *Health Occupations Education, Instructional Films, Instructional Television, *Medical Education, *Professional Continuing Education

Identifiers—Biomedical Communications Network

The material presented here is the result of a review of the Technical Development Plan of the National Library of Medicine, made with the object of describing the role of audiovisual materials in medical education, research and service, and particularly in the continuing education of physicians and allied health personnel. A historical background of the use of audiovisual materials in medical and health professional education is given. The benefits and problems of resource sharing with other institutional producers of audiovisual materials are identified, and the primary users and uses of audiovisual material in health science education, the facilities, equipment, and capabilities required for extended use of these materials are described. The potential role of the Biomedical Communications Network is discussed and a description of a typical learning resource center in a medical school is provided. (JY)

ED 055 424 EM 009 271

Computer Sciences in Secondary Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—240p.; Proceedings of a Seminar at the Centre International D'Etudes Pedagogiques, Sevres, France, March 9-14, 1970

Available from—OECD Publications Center, Suite 1207, Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($5.50)

Document Not Available from EDRS.

Descriptors—Computer Science, *Computer Science Education, *Conference Reports, Course Content, *Curriculum Development, Curriculum Planning, *High School Curriculum, *Teacher Education, Teacher Education Curriculum, Teaching Methods

Speeches presented to an international seminar on computer science are reprinted. These aspects of computer science courses in secondary education are considered: the significance of including such courses in the curriculum; objectives and contents for such courses; the integration of computer courses with other school subjects; methods and techniques for teaching computer sciences, and teacher training for computer science education. From two to five essays on each of these topics are included; two describe ongoing programs--one in Canada and the other in England. Two background studies, one explaining a policy developed to train computer science teachers in Scotland and the other appraising equipment intended for use in secondary school computer science courses, complete the volume. (JK)

ED 055 425 EM 009 272

Educational Technology; The Design and Implementation of Learning Systems.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 71

Note—86p.

Available from—OECD Publications Center, Suite 1207, Pennsylvania Avenue, N.W. Washington, D.C. 20006 ($2.75)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Audiovisual Aids, *Audiovisual Instruction, Cost Effectiveness, Curriculum Evaluation, Design Needs, *Educational Development, *Educational Planning, *Educational Technology, Evaluation, *Systems Approach, Teacher Education, Workshops

The report of an international seminar on educational technology emphasized the distinction between learning and being taught. A change to active learning associated with the provision of resources to which the learner has direct access is seen as the new goal of education. These resources can take the form of "packages" consisting of texts, tapes, slides, recordings, broadcasts, etc., which will form the core of a learning system. The design of such a system requires the formulation of goals, objectives, and evaluation techniques. More attention to evaluating the achievements of cost-effectiveness of the system are necessary. In particular, better techniques for determining cost-effectiveness must be developed. A systematic approach is the best way to identify goals. Such an approach must consider identifying needs for development and production programs, setting minimum standards for quality control, and disseminating the learning systems. To put systems into effect, comprehensive staff training must be organized. Also, nations should establish a department of qualitative planning which links schools, publishers, and teacher training and research agencies. (JK)

ED 055 426 EM 009 273

Kuhns, William Giardino, Thomas F.

Behind the Camera.

Pub Date 70

Note—178p.

Available from—George A. Pflaum, Publishers, 38 West Fifth Street, Dayton, Ohio 45402

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Film Production, *Film Study, Lighting, *Photographic Equipment, *Production Techniques, Scripts, *Sound Effects, Sound Tracks, Special Effects

Intended for the beginning filmmaker, this book presents basic information on major aspects of shooting a film. It covers characteristics of various cameras, films, lenses, and lighting equipment and tells how to use them. The importance of a shooting script is stressed. The mechanics of sound systems, editing, and titles, animations, and special effects are explained. A major part of the book concerns the making of a student film, "-Sparrow." The filmmakers' diary of this film, from conception through production, is presented. Then three film teachers criticize the film, shot by shot, to point up the flaws in it. Photographs illustrate the text. (JK)

ED 055 427 EM 009 274

DuMolin, James R.

Instructional Television Utilization in the United States.

Washington Univ., St. Louis, Mo.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—MN-71-6

Pub Date Oct 71

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cable Television, Communication Satellites, Cost Effectiveness, *Educational Television, *Facility Utilization Research, Fixed Service Television, Instructional Media, *Instructional Television, *Material Development, Programing (Broadcast), Teacher Attitudes, Teacher Education, Televised Instruction, Television Research
Identifiers—Appalachia Educational Laboratory, Sesame Street
Various aspects of utilizing instructional television (ITV) are summarized and evaluated, and basic guidelines are developed for future utilization of television as an instructional medium. The role of technology in education is discussed, and the capabilities and limitations of television as an instructional media system are outlined. A brief review of the state of ITV research is presented. Examples of various ongoing ITV programs are described, and the possibilities inherent in ITV are summarized. The three stages involved in delivering instructional programing to the student via television--production, distribution, and classroom utilization--are described. A summary analysis outlines probable trends in future ITV utilization. (Author/JY)

ED 055 428 EM 009 275
DuMolin, James R. Morgan, Robert P.
An Instructional Satellite System for the United States: Preliminary Considerations.
Washington Univ., St. Louis, Mo.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—IM-71-2
Pub Date 16 Jul 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Satellites, Dial Access Information Systems, *Educational Specifications, *Educational Technology, *Federal Aid, Instructional Materials, Instructional Media, Instructional Television, Political Issues, *School District Autonomy, Social Factors, Telecommunication
Identifiers—*Audio Visual Satellite Instruction, AVSIN
Based on educational, social, political, and other considerations, an instructional satellite system, AVSIN (Audio-Visual Satellite Instruction), is hypothesized which represents one possible organizational and administrative arrangement for delivering large amounts of quality software to schools and learning centers. The AVSIN system is conceived of as a cooperative public-private sector effort in which a non-profit instructional satellite corporation controls the satellite, but in which software is made available to schools on a competitive basis. Using AVSIN as a point of departure,other alternative organizational schemes and the possible future role of existing organizations involved in public and instructional television are discussed. An appendix contains an assessment of long-range social and political implications which a large-scale instructional satellite system may have for United States education. Particular attention is given to requirements for providing equality of educational opportunity. (Author/JY)

ED 055 429 EM 009 276
Singh, Jai P. Morgan, Robert P.
Computer-Based Instruction: A Background Paper on its Status, Cost/Effectiveness and Telecommunications Requirements.
Washington Univ., St. Louis, Mo.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—IM-71-1
Pub Date 10 Apr 71
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Satellites, *Computer Assisted Instruction, *Cost Effectiveness, *Educational Technology, *Program Evaluation, Resource Allocations, Rural Education, Telecommunication, Telephone Communications Industry
Identifiers—CBI, *Computer Based Instruction
In the slightly over twelve years since its inception, computer-based instruction (CBI) has shown the promise of being more cost-effective than traditional instruction for certain educational applications. Pilot experiments are underway to evaluate various CBI systems. Should these tests prove successful, a major problem confronting advocates of large-scale CBI utilization is the conflict between the organization of traditional school systems and optimal methods of utilizing CBI. Large-scale and intensive utilization is the key to low per-pupil costs. Some means of low-cost telecommunications must be found if rural communities and sparsely populated regions are to benefit. Communication satellites seem to hold distinct advantages over existing commercial telephone communications for linking remote terminal clusters with a central computer where computer-cluster separation is 150-200 miles or greater. This memorandum includes a discussion of the larger issues involved in CBI and a summary of experiments and costs of a variety of CBI experiments and approaches. (Author/JY)

ED 055 430 EM 009 277
Allen, Don Warren, Brent
The Electric Humanities; Patterns for Teaching Mass Media and Popular Culture.
Pub Date 71
Note—276p.
Available from—George A. Pflaum, Publishers, 38 West Fifth Street, Dayton, Ohio 45402
Document Not Available from EDRS.
Descriptors—Commercial Television, Communication (Thought Transfer), *English Curriculum, Fiction, Films, Film Study, *Folk Culture, Humanities, *Humanities Instruction, *Mass Media, Middle Class Culture, Music, Mythology, Paperback Books, Phonograph Records, Programing (Broadcast), Radio, Science Fiction, Television
Identifiers—Comic Books
For generations teachers have tried to teach the approved "classics" of our culture. Today, with the mass media claiming so much of students' time and interest, this approach is more than ever doomed to failure. A better plan is to focus on popular culture: comic books, popular fiction (westerns, horror tales, and science fiction), movies, and records. Students are involved with these genres to begin with. In fact, this popular culture is often only a simpler version of the high culture, and both are essentially manifestations of the human experience. As such, the themes of both cultures are invariably similar, and the major difference lies in the author's/artist's ability to articulate his ideas. In contrast to the other "pop" media, both television and AM radio are unoriginal and uninteresting. They only bastardize pop myths treated creatively by, for example, films and science fiction. In teaching popular culture, the aim is not to produce thousands of unemployed filmmakers but rather to show how this culture reflects and gives insights into contemporary life and mythology. (JK)

ED 055 431 24 EM 009 278
Schutz, Richard E.
Programmatic Instructional Development.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Prof-Pap-11
Bureau No—BR-6-2865
Pub Date 11 Sep 70
Note—16p.; Paper presented at Annual Meeting of American Educational Research Association (Minneapolis, Minnesota, March 5, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Improvement, Instructional Design, *Instructional Programs, *Research and Development Centers, Research Problems
Identifiers—*Programmatic Instructional Development
Programmatic instructional development refers to sequenced and coordinated efforts to produce effective instructional programs which cumulate over time and which attain outcomes that would be impossible under non-programmatic projects. As practiced at the Southwest Regional Laboratory (SWRL), it involves the combined efforts of specialists from such fields as education, the social and behavioral sciences, and the information sciences. SWRL has consistently defined an instructional product as "organized methods and materials which accomplish specified instructional outcomes under natural conditions." An instructional product becomes an instructional program with the addition of the human resources support system and the instructional management system required to effect instructional improvement. The staff at SWRL recognizes that the program one is currently producing is always third best; the second best is the one you are working on, but is not yet deliverable, and the first best reflects ideas that are bright and promising for the future. Programmatic instructional development, coupled with the required continuous direct allocation of personnel and financial resources, results in a high degree of replicability and an actual attainment of reliable increments in the instructional effectiveness of a given program. (JY)

ED 055 432 88 EM 009 279
Hoban, Charles F.
The State of the Art of Instructional Films.
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 71
Contract—OEC-1-7-070-873-4581
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Color Presentation, Communication (Thought Transfer), Computer Graphics, *Educational Research, *Film Libraries, Information Theory, *Instructional Films, *Instructional Technology, *Literature Reviews, Multimedia Instruction, Projection Equipment, Student Attitudes, Teacher Attitudes, Teaching Methods
The boundaries of knowledge and performance capabilities of instructional films are extending outward, but largely in directions that are somewhat neglected in the professional literature. The use of instructional films is expanding rapidly in volume. Miniaturization of film and projection equipment has been developed, functions of films in instruction are being redefined. Theoretical foundations are emerging in promising directions. Research is advancing at a snail's pace in directions other than classical learning. Logistical organization of film supply is being decentralized, and "media man" is in a transitional stage. (Author)

ED 055 433 EM 009 280
Tam, Peter T. K. And Others
Measurement of Attitude Toward Instructional Television.
Indiana State Univ., Terre Haute.
Pub Date 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, *College Students, *Instructional Television, Measurement Techniques, Test Validity
A 38-item Likert-bipolar scale for measuring college students' attitudes toward instructional television (ITV) was constructed and content validated. The scale was administered to a total of 312 students currently enrolled in the various ITV courses at Indiana State University. The test was also factor analyzed to extract the underlying variable (construct). The test reliabilities were computed by the split-half technique and then corrected by the Spearman-Brown Prophecy Formula; they range from 0.96 to 0.99. Since all the 38 items loaded heavily on the first factor (the construct of concern) it can be concluded that the test is factorially "pure" and unidimensional. In addition to this, since many of the items in the test refer directly to attitudes toward ITV, it can be concluded that the underlying factor extracted is relevant to the purpose of the test, and construct validity is thus established. A copy of the scale is appended. (Author/JY)

ED 055 434 EM 009 281
Humphrey, David A.
Getting It All Together; The Organization and Staffing of Educational Communications Centers for Higher Education.
Pub Date 18 Oct 71
Note—28p.; Paper presented at the National Association of Educational Broadcasters Convention (47th Annual, Miami Beach, Florida, October 17-20, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Centers, Curriculum Study Centers, *Educational Facilities, *Higher Education, *Instructional Improvement, *Instructional Materials Centers, Instructional Media, Organization, Personnel Needs, *Resource Centers
Identifiers—*Educational Communications Centers
The Commission on Instructional Technology identified several formidable obstacles which

have prevented the successful use of communications technology in instruction. Many of these obstacles are particularly relevant to the organization and staffing of educational communications centers at colleges and universities. Educational communications centers have professional and technical personnel, material, facilities and equipment, and funds to improve communications within the research, teaching, and public service programs on campus. The three major activities of such a center are 1) supporting academic departments seeking to improve their instructional programs, 2) providing communications services to all functions and activities of the campus, and 3) serving as a laboratory environment to support academic programs in the communications arts and sciences or in the field of education. A model educational communications center would include research and development activities; production, engineering, and operations services; and general administrative services. The functional job areas and classification level of all positions and personnel who are required within the center are defined according to their specialized area and level of performance. Organizational charts and salary schedules for a model educational communications center are appended. (JY)

ED 055 435 EM 009 282
Chapin, Ned
Flowcharts.
Pub Date 71
Note—179p.
Available from—Auerbach Publishers, Inc., 1101 State Road, Princeton, New Jersey 08540 ($7.00)
Document Not Available from EDRS.
Descriptors—Computer Programs, *Flow Charts, *Manuals, Standards, Systems Analysis
Identifiers—American National Standards Institute
The material in this book describes flowcharts and explains their use in simple language. It covers theory, standards, conventions, good practices, interpretation, computer-produced flowcharts, system flowcharts, and program flowcharts. It explains how to create and draw flowcharts, and it includes some exercises to sharpen the reader's skills. It is aimed at those who have some familiarity with computers and programing, but does not slant itself toward any particular programing language. Most of its examples are taken from simple utility and statistical problems, since these occur both in computational and administrative uses of computers. Such examples might include making a copy of data and figuring the average. (Author/JY)

ED 055 436 88 EM 009 283
Instructional Technology Subject Matter Descriptors: A Subset of the ERIC Thesaurus.
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 71
Contract—OEC-1-7-070-873-4581
Note—14p.; Introduction by Michele Timbie
Available from—ERIC Clearinghouse on Educational Media and Technology, Stanford University, Stanford, California 94305 (single copies available upon request while the supply lasts)
Document Not Available from EDRS.
Descriptors—Clearinghouses, *Indexing, *Thesauri
Identifiers—*ERIC Clearinghouse on Media and Technology
A "mini-thesaurus" has been prepared by the ERIC Clearinghouse on Media and Technology. It is intended not only to provide a list of ERIC terms associated with instructional technology, but also to put those terms into an arrangement whereby an ERIC indexer or user who is not familiar with the area can find the right terminology for his retrieval problem. The terms are presented in three formats. They are categorized under the appropriate media or process--audio reproduction, computer technology, individualized instruction, etc.; they are listed alphabetically; and they are listed in a rotated form. An introductory statement clarifies the meaning of some of the "problem" terms in the thesaurus. (JY)

ED 055 437 EM 009 284
Carlisle, Robert
Adult Learning Program Service (ALPS).
Corporation for Public Broadcasting, Washington, D.C.
Pub Date 18 Oct 71
Note—16p.; Paper presented at the National Association of Educational Broadcasters Convention (47th Annual, Miami Beach, Florida, October 17-20, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Counseling, *Adult Education, Adult Education Programs, Adult Programs, Adult Reading Programs, *Basic Skills, Community Cooperation, *Community Role, Community Support, *Instructional Television, Mathematics Instruction, Radio, Television, Tutoring
Identifiers—*Adult Learning Program Service, ALPS
The Adult Learning Program Service (ALPS) aims to reach eight and a half million adults between ages 25 and 44 and teach them reading and math skills they can use at home and on the job. ALPS proposes to reach those who have never finished high school but do have at least a sixth-grade reading level. They could use their new skills to prepare for high school equivalency tests, to receive special certificates from local businesses and labor unions, or to qualify for better jobs or further education. ALPS will use radio and television to reach its audience at home, at work, in union halls, at YWCA's, and other places. It plans to use some of the same techniques as "Sesame Street" to capture and motivate its audience. But before programs are produced (target date: September, 1973), several tasks must be completed: gather more information on the projected audience, do curriculum research, create liaisons with public broadcasters and adult educators, plan quality programs. The biggest problem, though, is figuring out how to get the people and institutions of each locality to help with promotion, group-viewing, tutoring and counseling, or offering rewards to participants. (JK)

ED 055 438 EM 009 285
Educational Broadcasts of NHK. (Special Issue of NHK Today and Tomorrow).
Japanese National Commission for UNESCO, Tokyo.
Pub Date Oct 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correspondence Study, *Educational Radio, *Educational Television, Extension Education, Handicapped Children, High Schools, *Instructional Television, Program Descriptions, *Programing (Broadcast), Televised Instruction, University Extension
Identifiers—Japan Broadcasting Company, NHK, *Nippon Hoso Kyokai, Nippon Hoso Kyokai Gauken
Nippon Hoso Kyokai (NHK--Japan Broadcasting Company) is the only public service broadcasting organization in Japan. It is financed entirely with receivers' fees paid by television and radio set owners. NHK conducts a variety of educational broadcast activities. Two services provided by NHK are the Gauken senior high school correspondence program and the college correspondence program. NHK also presents special programs for mentally and physically handicapped children and a wide variety of social education programs. The social education programs include instruction in such subjects as foreign languages, vocational training, business management, agriculture, forestry, fisheries, science, and Japanese culture. This report provides a brief description of each of these NHK programs. (JY)

ED 055 439 EM 009 286
Blaine, Daniel D. Dunham, Jack L.
Strategy Instruction and Type of Sequence in Concept Attainment.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.
Report No—AD-724-747
Pub Date Apr 71
Note—13p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-724-747; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Abstract Reasoning, *Concept Formation, *Concept Teaching, Information Seeking, Performance Factors, Sequential Learning, *Thought Processes
Previous research has shown that sequences in which instances from the same category appear successively facilitate performance in concept attainment. This could be due to subjects adopting strategies which involve comparisons of instances from within the same category. However, if subjects were to adopt a strategy involving comparisons of instances from different categories, a sequence involving maximum contiguity of instances from the same category would be nonfacilitating and, very likely, detrimental to concept attainment. For this study, subjects were trained to solve the concept task by comparing instances from the same or different categories. A control group received no instructions on how to solve the task. The three instructional groups were factorially combined with two types of sequences (one favoring within-category comparisons and one favoring across-category comparisons) and two different dimensions relevant to the category. Results showed a significant interaction between strategy and type of sequence, indicating that differently structured sequences can cause differences in performance but these differences depend on the subject's strategy. (Author/SH)

ED 055 440 EM 009 288
Thomas, David B. And Others
STATSIM: Exercises in Statistics.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—AD-723-856
Pub Date 15 Apr 71
Note—25p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-723-856; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, *Computer Assisted Instruction, *Hypothesis Testing, *Simulation, Statistical Analysis, *Statistics, Tests of Significance
Identifiers—*Statistical Simulation, STATSIM
A computer-based learning simulation was developed at Florida State University which allows for high interactive responding via a time-sharing terminal for the purpose of demonstrating descriptive and inferential statistics. The statistical simulation (STATSIM) is comprised of four modules--chi square, t, z, and F distribution--and elucidates the concepts of Type I and Type 2 errors and the sequential nature of hypothesis testing. STATSIM permits a student to explore the meaning of various statistical concepts by way of sample problems and exercises which may be worked as often as desired. The student is guided through the hypothesis testing procedure by actually inspecting the data and successively making appropriate inferential decisions as further hypothesis testing information is given him. The final inference may be evaluated by STATSIM to provide the student with feedback on the correctness of his inference. (Author/SH)

ED 055 441 EM 009 289
Chesler, David J.
Computer-Assisted Performance Evaluation for Navy Anti-Air Warfare Training: Concepts, Methods, and Constraints.
Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.
Spons Agency—Office of the Chief of Naval Personnel, Washington, D.C.
Report No—AD-724-691
Pub Date May 71
Note—67p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-724-691; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Evaluation Criteria, *Evaluation Techniques, *Military Training, Performance Criteria, Performance Specifications, *Simulation, Training Objectives
Identifiers—Tactical Advanced Combat Direction Electronic Warf
An improved general methodological approach for the development of computer-assisted evalua-

tion of trainee performance in the computer-based simulation environment is formulated in this report. The report focuses on the Tactical Advanced Combat Direction and Electronic Warfare system (TACDEW) at the Fleet Anti-Air Warfare Training Center at San Diego (FAAW-TRACENSD), a computerized simulation system for individual team and multi-team training. Both conventional and Navy Tactical Data Systems (NTDS) are represented. Six basic methodological steps for performance evaluation are proposed: identify system entities, identify major types of operations for each system entity, determine training objectives for system entities, determine variables to be used as performance measures, determine variables to be used as situational measures, and determine how performance data will be analyzed, interpreted, and used for evaluation purposes. (Author/SH)

ED 055 442 EM 009 290

Senour, Robert A.

A Study of the Effects of Student Control of Audio Tape Learning Experiences (Via the Control Functions Incorporated in the Instructional Device).

California State Coll., San Bernadino.

Pub Date 71

Note—85p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Autoinstructional Aids, *Dial Access Information Systems, *Intermode Differences, *Learning Characteristics, Learning Laboratories, Pacing, *Phonotape Recordings, *Self Pacing Machines, Tape Recorders

If students have control over learning devices such as tape recorders, do they learn more? That was the question which this experiment tried to answer using three different situations. In situation A, the subject had no control over the tape playback once the lesson had been started. In situation B, the subject could stop the lesson to take notes or to do something else. In situation C, the subject could stop or replay the lesson any time he chose. Each subject listened to two tapes and then took achievement tests on the material. Results showed that students who could control their tape recorders learned more. A significantly positive correlation between learning achievement and the number of times the learner used the controls was found. Also, the addition of individual controls for pacing the instruction significantly aided learning. Most of the subjects preferred the situations where controls were available and disliked the absence of controls. A large majority of the students said they plan to seek audiotape learning situations in the future. The study raises the issue of the optimum format for presenting audiotape information. (Author/JK)

ED 055 443 EM 009 291

The Report of the University Ad Hoc Committee on Instructional Media.

North Carolina Univ., Greensboro.

Pub Date 1 Jul 71

Note—67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Audiovisual Centers, Audiovisual Directors, Colleges, Educational Facilities, Equipment Maintenance, Equipment Utilization, *Facility Inventory, Instructional Improvement, Instructional Materials Centers, *Instructional Media, Instructional Technology, *Media Specialists, Media Technology, Surveys, *Universities

The University of North Carolina at Greensboro charged a committee with studying the needs of the university for special instructional media, surveying its existing resources in this area, and recommending a plan for coordination of use of instructional media. By and large, departments agreed that maintenance of existing equipment was an immediate problem. Also, faculty and students basically believed in the need for a campus film library, readily-available audiovisual equipment, and training in the use of media. Although a central facility was thought desirable by many, others feared that it would reduce accessibility and promote bureaucracy. The committee recommended that a coordinating agency for media services be established. Its functions would include: coordination of media services, equipment maintenance services, provision of hardware/software collections, consultant services and instructional development, production services, and telecommunication services. These programs would be implemented in three phases. Tentative budgets and survey questionnaires are included. (JK)

ED 055 444 EM 009 292

Schmid, H. Giles

Diocesan Learning Networks; Alternatives and Opportunities in Instructional Television.

United States Catholic Conference, Washington, D.C.

Pub Date 71

Note—56p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Broadcast Television, *Cable Television, *Catholic Educators, Catholic Schools, Commercial Television, Costs, *Fixed Service Television, *Instructional Television, Intermode Differences, Magnetic Tape Cassette Recorders, *Networks, Telecommunication, Video Cassette Systems

Identifiers—*Instructional Television Fixed Service, ITFS, Tele cyclopedia

Since the Catholic leadership in the United States is convinced that television can be the tool for revitalizing education, they commissioned a study to determine the best way to use the medium. Nine dioceses are already using instructional television fixed service (ITFS) distribution systems. The uses of ITFS are listed, and the ITFS system is compared with five others: commercial television, cable television, microwave transmission, cassettes and cartridge television, and the "tele-cyclopedia" concept of transmission. The comparison suggests that although 50 dioceses could profitably use the ITFS system, no one system is the best for every diocese. The study concludes that each diocese should secure access to cable television, cable programming, and the ITFS portion of the wave band. The creation of a diocesan learning network is also suggested. The need for each diocese to examine its educational posture with respect to television is stressed. (JK)

ED 055 445 EM 009 293

Niemi, John A., Ed.

Mass Media and Adult Education.

Pub Date 71

Note—124p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, Adult Programs, Audiovisual Aids, Community Action, Community Involvement, Cost Effectiveness, Films, *Instructional Aids, *Instructional Media, Listening Groups, *Mass Media, Teaching Methods, Television, University Extension

Identifiers—BBC, British Broadcasting Company, The Open University of the United Kingdom

Some important developments affecting the use of the mass media in adult education are described in this collection of papers. A paper by Dr. George Gordon accuses educators of lacking imagination in their whole approach to adult education, especially in their use of the media. Dr. Robert Carlson's paper delineates the history of educational television in the United States. Dr. John Niemi describes a special institute and a graduate course designed to help the adult educator to use the media effectively. Dr. Charles Wedemeyer argues for a systems approach to applying media and technology to instruction. Listening groups are termed the "power plants of democracy" by Dr. John Ohliger in his paper. Dr. Jack Everly's discussion of continuing education via television foresees an increased emphasis on cost-benefit analysis as a spur to adult educators to develop a clear rationale and procedure for evaluating their programs. The dean of educational studies at the Open University of the United Kingdom, Walter James, discusses the genesis of the University and describes the unique partnership that has grown up between the University and the British Broadcasting Company (BBC). The final article, by Dorothy Todd Henaut of the National Film Board of Canada, describes the dramatic changes wrought in several communities following visits from Film Board personnel. (Author/JY)

ED 055 446 EM 009 294

Dyer, Charles A.

Preparing for Computer Assisted Instruction.

Pub Date 72

Note—187p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($3.95)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Class Activities, *Computer Assisted Instruction, Computer Programs, Computers, *Guides, Input Output Devices, Inservice Teacher Education, Programers, *Programing, Programing Languages, Teacher Role, *Teaching Methods, Time Sharing

The general principles of cumputer operation and the concepts and methods of programing are described in this introductory text aimed at educators with little or no experience in the field of computer-assisted instruction. The principles and practical considerations involved in planning for and implementing the use of the computer in teaching subject matter are discussed. A procedure is outlined for the preparation of materials for computer presentation, and examples of planning and programing are provided. The book provides a workable set of steps and several useful descriptive devices for implementing most kinds of lessons on a computer. An exploration is attempted of the role of the computer in the classroom in terms of the kinds of activity which the machine makes possible and the role of the teacher in these activities. No mathematical background is required in order to follow the presentation. A glossary and a reference file of vendors of hardware, software, and services supplement the text. (JY)

ED 055 447 EM 009 295

Di Vesta, Francis J. And Others

Project Ikon: Studies of Imagery. Section I, Instructional Strategies: Multivariable Studies of Psychological Processes Related to Instruction.

Pennsylvania State Univ., University Park. Dept. of Educational Psychology.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No—ARPA-ORDER-1269

Pub Date Jul 71

Note—166p.; Annual Report, Part II. See also EM 009 296; EM 009 297

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Abstraction Levels, Imagery, Individual Differences, *Intermode Differences, *Learning Characteristics, Nonverbal Ability, *Pictorial Stimuli, Thought Processes, *Verbal Stimuli, Visual Learning, *Word Recognition

Identifiers—*Imagery Ability

Seven studies were conducted to investigate the interactions between imagery-ability and experimental treatments that parallel instructional procedures. The general orientation of the studies was to extend the concepts of imaginal and verbal coding systems to include individual differences in symbolic habits. Thus all the studies took into account the learner's ability to use the imaginal strategy, which was called imagery-ability, as the primary individual difference variable. The results of the studies suggest that imaginal processing is more effective for the learning of concrete words and verbal processing is more effective for the learning of abstract words. Another conclusion from these investigations is that imagery-ability reflects the ability of the learner to process the information by verbal or by imaginal strategies. The implications of these studies for the everyday process of education are that imagery-ability can be measured from tests involving manipulation of objects in space, that the acquisition of new concepts can be facilitated by providing direct experience prior to the provision of a verbal label, and that students with low imagery-abilities are severly handicapped when they are forced to employ imaginal rather than verbal strategies. (JY)

ED 055 448 EM 009 296

Di Vesta, Francis J. And Others

Organization of Materials and the Learner's Instrumental Activities. Section II, Instructional Strategies: Multivariable Studies of Psychological Processes Related to Instruction.

Pennsylvania State Univ., University Park. Dept. of Educational Psychology.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Pub Date Jul 71

Note—89p.; Annual Report, Part II. See also EM 009 295; EM 009 297

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Psychology, *Educational Research, Learning Activities, Learning Processes, Memory, Organization, Psychological Characteristics, *Recall (Psychological), Retention, *Retention Studies, Stress Variables
Three studies investigated some variables involved in the psychological processes related to instruction. One study looked at the influence of notetaking, length of the listening-study interval, and thematic organization of the lecture on recall. It found that more ideas were recalled when notes were taken than when notetaking was not permitted and that more ideas were recalled when the material was on different topics than when the material was all related to the same topic. A second study compared the imposition of a subordinate strategy which was incongruent with the passage organization to a condition in which both passage organization and clustering strategy were congruent. A main finding was that incongruence between passage organization and clustering strategy resulted in more recall than congruence. The third study looked at the effect of recitation on retention in relation to individual reactions to stress. The findings showed that impromptu responding and oral presentation from notes rather than the reading of reports prepared by students is preferable for students whose learning is debilitated by stressful situations. (JY)

ED 055 449 EM 009 297
Di Vesta, Francis J. And Others
Goal Expectancy as a Variable in Teaching Learning Situations. Section III, Instructional Strategies: Multivariable Studies of Psychological Processes Related to Instruction.
Pennsylvania State Univ., University Park. Dept. of Educational Psychology.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.
Pub Date Jul 71
Note—50p.; Annual Report, Part III. See also EM 009 295; EM 009 296
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Educational Psychology, *Educational Research, Goal Orientation, Incidental Learning, Intentional Learning, Learning Processes, Psychological Characteristics, *Recall (Psychological), Testing Problems, *Test Wiseness, Time Factors (Learning)
Three studies investigated goal expectancy as a variable in teaching-learning situations. The first study looked at the effect of the student's expectancy of the type of test to be given on their ability to recall word lists. There was a strong type-of-test expectancy effect in that those persons expecting to recall words in any sequence actually recalled more words, but fewer words in the presented sequence, than those who expected to recall words in serial order. A second study investigated the effects of different recall intervals under notetaking and no-notetaking conditions on the immediate and delayed recall of instructional material. The results of the study imply that notetaking has little value in situations in which written instructional materials are presented and the notes taken cannot be used in later review. A third study hypothesized that positive and negative experimenter attitudes would demand characteristic functions affecting subject performance on an experimental task, and that experimenter attitude would have a greater effect when subjects were given more time to study. It was found that the attitude of the experimenter had no overall effect on recall. Those subjects who were allowed extra time for study retained more of the information than those subjects who were allowed less time. (JY)

ED 055 450 EM 009 298
Project IMPACT: Computer-Administered Instruction; Preparing and Managing the Content of Instruction, IMPACT Text-Handling Subsystem.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—TR-71-21
Pub Date Sep 71
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Computer Science, Educational Technology, Individual Instruction, *Input Output Devices, Man Machine Systems, Military Training, Programed Instruction, *Programing Languages
Identifiers—*Project Impact, Text Handling Systems
Project IMPACT is a comprehensive advanced development project designed to produce an effective and economical computer-administered instruction (CAI) system for the Army. This report describes the concepts, approach, and implementation of the Project IMPACT text-handling subsystem. The computer-based facilities for preparing, storing, and retrieving the content of CAI courses of instruction are described. Computer software tools, called EDITOR and DIRECTOR, are described in terms of their use by course authors. EDITOR enables authors to prepare the content of instruction easily and rapidly, while DIRECTOR manages the instruction presented to students by the computer. (Author/JK)

ED 055 451 EM 009 299
Bourret, Philip L.
Television in Rural Areas; A Low Cost Alternative.
Pub Date May 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Antennas, Community Services, Cost Effectiveness, *Costs, Instructional Technology, Instructional Television, *Media Technology, Programing (Broadcast), Radio, Rural Education, *Rural Population, *Television, Video Equipment
Identifiers—Bacalod City, Philippines
Arguments in favor of radio over television as a low cost alternative for reaching rural areas cite the fact that installation and programming costs for television are three to five times that of radio. But new technology can now bring television to rural audiences. The concept of decentralizing transmitting stations, so that each mini-station reaches an area within a radius of 15 miles, is both technically and economically feasible. Such a station could be put on the air for as little as half the cost usually associated with establishing a rural radio station. Programming costs could also be reduced to feasible amounts if in a sufficiently large region, a dozen or more mini-TV stations were built. In this case, the population within range of each mini-station could afford both the $12,000 to $15,000 capital investment in their own station and a share in the cost of building and operating a single programming center to serve all of the regional stations. This plan allows the stations to serve the needs of the community, in providing adult education, for example. A system now operating in the Philippines illustrates the proposal. (JK)

ED 055 452 EM 009 300
Humphrey, David A.
The Cost of Maintaining Educational Communications Equipment.
State Univ. of New York, Albany.
Pub Date 3 Nov 71
Note—18p.; Paper presented at the New York State Educational Communications Association Convention (24th Annual, Grossinger, N.Y., November 3, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Budgeting, *Costs, Educational Equipment, Educational Finance, *Electronic Equipment, *Equipment Maintenance, Maintenance, School Maintenance, *Television
Tentative formulas for calculating the cost of maintaining educational communications equipment are proposed. The formulas are based on a survey of campuses of the State University of New York. The survey analyzed the types of equipment to be maintained, types of maintenance, who uses the equipment, who services the equipment, and the cost structure of equipment maintenance. Two types of maintenance were determined: scheduled, which includes preventative maintenance, cleaning, and operation of equipment; and demand, which includes all nature of repairs, corrective maintenance, and refurbishing of equipment. The three types of equipment covered are television, audiovisual, and special or auxiliary equipment. The formula for television equipment maintenance is 4.42% of total capital investment. Of this 2.45% is spent on personnel and 1.97% on supplies and expenses. For audiovisual equipment, the formula is 6.22% of total capital investment, broken down into 3.92% for personnel and 2.7% for supplies and expenses. Specialized equipment is that which could best be assigned to a service contract. (JK)

ED 055 453 EM 009 301
A Study of a Proposed Multi-Purpose Communications System.
Washington State Univ., Pullman.
Pub Date 30 Jul 71
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Continuing Education Centers, *Feasibility Studies, *Instructional Television, Microwave Relay Systems, State Programs, *Statewide Planning, Teacher Attitudes, *Telecommunication, Telephone Communication Systems, Television, *University Extension
A faculty committee, consisting of members from various departments and from the Audiovisual Center at Washington State University (WSU), investigated the feasibility of establishing a two-way television network in the southeastern Washington area for participants in continuing education studies and for certain graduate classes. The committee surveyed the faculty of various university departments to find out what their attitude was toward such a system and how much they thought it would be used by their department. They approached potential vendors of equipment for such a system and obtained cost estimates. Based on their survey they recommended that WSU take the initiative in establishing a model or prototype system. The proposed system would eventually cover the state of Washington and would include one and two-way television communication and channels for voice communication, data, teletype, and facsimile reproduction. They estimated that the university would use the system for 177 hours per week and thus would require two duplex broadband dedicated channels. They found a wide variety of attitudes among faculty members toward the system, ranging from enthusiasm to skepticism, and a wide variation among departments as to their estimates of the amount of time they would use it. Several ways of financing such a system were suggested. (JY)

ED 055 454 EM 009 302
Hall, Mark W.
Broadcast Journalism; An Introduction to News Writing.
Pub Date 71
Note—159p.; Communications Arts Series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($6.95)
Document Not Available from EDRS.
Descriptors—*Broadcast Industry, Broadcast Television, *Journalism, Legal Responsibility, Mass Media, *News Media, *Radio, Television, *Writing
The important features of writing news for radio and television are covered in this book. Ways to write colorful, accurate, and timely stories are explained with the emphasis on the differences between broadcast and newspaper stories. Other subjects treated are sources of news (including explanations of how the Associated Press copy works and how to conduct telephone interviews), arrest and trial procedures, and the issues of libel, slander and good taste. Press coverage of civil disturbances is also discussed. Rounding out the book are details on putting together a five-minute newscast. The emphasis throughout is on using real-life "hot" stories, on riots, drug raids, etc., rather than "safe" events like beauty contests and city council meetings. Appendixes provide a style guide, list of common writing errors, and transcriptions of United Press International's coverage of the Paris Peace Talks and the Apollo 11 space flight. (JK)

ED 055 455 EM 009 304
Devol, Kenneth S., Ed. Bluem, A. William, Ed.
Mass Media and the Supreme Court; The Legacy of the Warren Years.
Pub Date 71
Note—369p.; Studies in Public Communication Series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($14.50)
Document Not Available from EDRS.
Descriptors—*Broadcast Industry, Censorship, *Freedom of Speech, Legal Problems, *Mass

Media, News Media, *Supreme Court Litigation
Identifiers—*Warren (Earl)
Fifty-two key decisions of the United States Supreme Court which involve freedom of expression are presented in this book. Cases considered range from 1919 to 1971 and deal only with those decisions of the Court which are specifically relevant to the mass media although major emphasis is placed on the 43 major media decisions handed down from the beginning of Chief Justice Earl Warren's years on the Court in 1953. Each case is presented with the opinion of the Court; in some cases concurring and/or dissenting opinions are also included. The cases presented are landmark decisions in the areas of the role of the Supreme Court, prior restraint, postal censorship, control of broadcasting, obscenity, motion picture censorship, libel, right of privacy, trial by newspaper, and trial by television. Also included are 15 selected reprints of articles on these topics from various journals of law and mass communication. A final section contains three articles which discuss the legacy of the Warren Court. Appendixes include amendments to the Constitution, Justices of the Supreme Court, a glossary of legal terms used in this text, a table of cases, and a general index. (SH)

ED 055 456 EM 009 305
Gordon, George N.
Persuasion: The Theory and Practice of Manipulative Communication.
Pub Date 71
Note—558p.; Studies in Public Communication Series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($16.50)
Document Not Available from EDRS.
Descriptors—*Changing Attitudes, *Communication (Thought Transfer), Cultural Factors, Mass Media, *Persuasive Discourse, Political Attitudes, Political Influences, Propaganda, Public Opinion, Social Attitudes, Social Influences, Social Psychology
Identifiers—Futurism
Drawing together both the history of persuasion as an historical facet of civilization and current practice, and speculation concerning its many manifestation in modern life, this book attempts to review persuasive communication--interpersonal, social, and mass-oriented--from the influences of society to the influences of the mass media. The first chapters make up a general introduction to the study of the intentional aspects of communication and the history of persuasion. Part two considers logical perspectives--those aspects of persuasion which are mainly historical and analytical in thrust, centering upon how and when persuasion occurs in society and how it is employed in major cultural institutions. The third part centers on psychological perspectives and is largely concerned with discrete processes that persuade people to modify dispositions and change actions. An attempt is made to explain why these modifications may or may not occur according to current psychological theory. Part four examines some contemporary beliefs, ideas, and myths concerning persuasion relevant to matters that are of social, political, and cultural concern to Western civilization. Part five discusses how "futurism" as persuasion may constrict free will and the ramifications for survival in our belief that we are not persuasible. (Author/SH)

ED 055 457 EM 009 308
Goldberg, Adele
A Generalized Instructional System for Elementary Mathematical Logic.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-179
Pub Date 11 Oct 71
Note—96p.; Psychology and Education Series
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Calculus, *Computer Assisted Instruction, *Computer Programs, *Mathematical Logic, *Mathematics Instruction
A computer-based instructional system for teaching the notion of mathematical proof is described. The system is capable of handling formalizations of the full predicate calculus with identity and, with minor work, definite description. Designed as an instructional device, the program is also the basis for a number of research projects involving the use of mechanical theorem-provers for teaching theorem-proving. The entire system is presented here in detail: the program as written in the LISP programing language for a PDP-10 computer. Instructions on how to use the system for research and teaching, block diagrams of key program routines, and example curriculums are included. Enough detail is provided so that versions in other languages for other computer systems may be programed from the information presented here. (Author/JY)

ED 055 458 EM 009 309
Project METER: Machine Examination Teaching, Evaluation, and Re-Education: An Evaluation.
Washington State Dept. of Motor Vehicles, Olympia.
Spons Agency—Federal Highway Administration (Dept. of Transportation), Washington, D.C.
Report No—PB-199095
Pub Date Jan 71
Note—50p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-199 095; MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Automation, Computer Assisted Instruction, *Driver Education, *Feasibility Studies, Measurement Techniques, Program Evaluation, *Simulation, Simulators, *Test Construction, Testing, Testing Problems
Identifiers—Machine Exam Teaching Evaluation Reeducation, Project METER
An automated testing approach utilizing materials and expertise from three areas--programed testing and learning, driving simulation, and driver examination and evaluation--was investigated. METER (Machine Examination, Testing, Evaluation, and Reeducation) was a centralized system composed of three different subsystems designed to test individual knowledge, defensive driving ability, and group knowledge. Each of the three sub-systems was interfaced with a central computer to enable one license examiner to operate the entire system and to provide for common data collections. The operational evaluation of the program demonstrated that the centralized systems approach was unsatisfactory and that separate, stand-alone testing systems should be utilized whenever possible. In addition, the group testing sub-system proved unsatisfactory as a testing procedure because of the administrative problems it created. A stand-alone individual knowledge testing system was determined to be operationally favorable. (Author/JY)

ED 055 459 EM 009 310
Abrams, Steven Selby
A Complete Interactive Graphical Computer-Aided Instruction System.
Naval Postgraduate School, Monterey, Calif.
Report No—AD-727663
Pub Date Jun 71
Note—72p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-727 663; MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Computer Graphics, Computer Programs, *Programed Instruction, Programing
The use of interactive graphics in computer-aided instruction systems is discussed with emphasis placed on two requirements of such a system. The first is the need to provide the teacher with a useful tool with which to design and modify teaching sessions tailored to the individual needs and capabilities of the students. The second is the requirement to provide for sufficiently flexible interaction with the student during the actual teaching session. These concepts are implemented in a system which maximizes the use of interactive graphics. Facilities available in the system material to the student in a dynamic, graphical fashion which leads to better understanding and a more enjoyable learning experience. The implemented system, although not yet complete, indicates that a complete working system of this type is feasible and would prove itself to be a valuable educational tool. (Author)

ED 055 460 EM 009 311
Statement on CATV from the FCC to the Senate Committee.
Federal Communications Commission, Washington, D.C.
Report No—FCC-71-787
Pub Date 5 Aug 71
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, Broadcast Reception Equipment, *Cable Television, Equipment Standards, *Federal Legislation, Federal State Relationship, Feedback, Standards, Television
Identifiers—FCC, *Federal Communications Commission
In this statement to the Senate, the Federal Communications Commission (FCC) describes in detail their specific policies relevant to cable television (CATV) regulation under four general areas. The rules for the first of these, television broadcast signal carriage, are outlined in terms of three classifications which would divide all signals: mandatory carriage, minimum service, and additional service. The second general area offers policies concerning access to and use of nonbroadcast cable channels and emphasizes that cable operators should construct systems with a bandwidth which will ensure the availability of nonbroadcast services and the capacity for two-way communication. The third general area discusses technical standards which should be made applicable to CATV systems, requiring that a signal meet standards of minimum technical performance on its arrival at any subscriber's terminal. Finally, concerning the fourth general area of Federal-State relationships, the FCC specifies minimum requirements in the local CATV franchising process. A dissenting statement made by one of the Commissioners is appended, as well as a list of the major television markets and a chart of cable signal carriage in major markets. (SH)

ED 055 461 EM 009 312
Barcus, F. Earle
Saturday Children's Television; A Report of TV Programming and Advertising on Boston Commercial Television.
Action for Children's Television, Boston, Mass.
Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.
Pub Date Jul 71
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cartoons, *Children, *Commercial Television, *Programing (Broadcast), *Television Commercials, *Violence
Saturday children's television programming in Boston was monitored and videotaped so that the content could be analyzed for a study to gather data relevant to content and commercial practices. Some of the major findings were that overall, about 77 percent of time is devoted to program content and 23 percent to announcements of various kinds; that commercial announcements (CA's)--product and program promotion--account for almost 19 percent of total time; that there were more commercials within programs than between programs; that CA's were evenly divided among four major categories--toys, cereals, candy, and other foods; that CA's appear to have both sexual and racial biases; and that little product information is given in the CA's. Other findings were that noncommercial announcements were primarily either youth-oriented or for medical or environmental causes, and some of these did not appear to be appropriate for children. Also, when individual cartoons and other program segments were studied in detail for subject matter, it was found that 64 percent of the dramatic programming was in some sense violent, while 67 percent of nondramatic segments dealt with science and technology, race and nationality, literature and fine arts, and nature. However, 77 percent of total programming was drama, with only 12 percent informational. (SH)

ED 055 462 EM 009 313
Reply Comments; Action for Children's Television, Docket Number 19142.
Action for Children's Television, Boston, Mass.
Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.
Pub Date 1 Oct 71
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Principles, Business Responsibility, *Children, *Commercial Television, Federal Legislation, *Programing (Broadcast), *Television Commercials, Violence
Identifiers—ACT, *Action for Children's Television, Romper Room

Action for Children's Television (ACT) filed a petition with the Federal Communications Commission (FCC) which advocated rules toward eliminating commercial content in children's programming. In response to the television industry's reaction to this petition ACT undertook the analysis of current commercial content on several popular shows for children. One of these, Romper Room, was viewed for one week in March of 1971. It was found that "when time spent playing with brand-named toys and giving plugs or credits is added to the product commercials, the total commercial time averaged 47 percent and amounted to as much as 69 percent of total programming." A more extensive study (EM009312) which covered four Boston Stations on a Saturday morning indicated that cartoons and violence continue to dominate programming, that the subject matter is impoverished and imbalanced, and that commercial content ranged from 17 to 25 percent, with another 23 percent being devoted to nonprogram matter. ACT also suggests bias in the Roper study which found public satisfaction with the amount of commercial content. Appended are the Romper Room study, similar analyses of content, and a discussion of the Roper poll. (SH)

ED 055 463 EM 009 321
Vanden Brink, John D., Ed. Wilbur, Thomas, Ed.
Outside the Net; A New Magazine in Education. (Special Issue, Spring 2).
Pub Date 71
Note—44p.
Available from—Outside the Net, Post Office Box 184, Lansing, Michigan 48901 ($2.00 1-year subscription)
Document Not Available from EDRS.
Descriptors—*Educational Change, *Educational Improvement, Educational Philosophy, Educational Problems, Experimental Schools, Ghettos, *Innovation, Intelligence Quotient, *Periodicals, Self Directed Groups, Student Participation, Teaching Methods
Identifiers—Nancy Drew, Seminar On Wheels
The stated aim of "Outside the Net" is to analyze and reveal the dominant educational system from a radical perspective and to work to create a new one. To that end it publishes articles critical of the present educational system, such as a critique of the "cult of I.Q." and an expose of racism in Nancy Drew mysteries. The magazine also contains articles about some new approaches to education, such as a report on the Seminar-On-Wheels project, a first-hand account of a classroom teacher's attempt to divide his classroom into activity areas, and a biography outlining the educational ideas of Homer Lane, a pioneer in educational experimentation. There are also extensive book reviews and a list of resource organizations and publications dedicated to alternative education. (JY)

FL

ED 055 464 FL 002 237
Wisconsin Papers in Linguistics: Volume 1, Number 1.
Linguistic Circle of Madison, Wis.
Pub Date 70
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Arabic, Comparative Analysis, Contrastive Linguistics, *Descriptive Linguistics, Form Classes (Languages), Generative Grammar, Hebrew, Indo European Languages, Language Classification, *Linguistic Theory, Morphology (Languages), *Pashto, Phonemics, Phonology, Semantics, *Semitic Languages, Structural Analysis, Syntax, *Tagmemic Analysis, Typology
This volume of papers in linguistics is the first in a series of proposed semiannual publications sponsored by the Linguistic Circle of Madison, Wisconsin. The first of the four papers concerns recursive rules, their use, and possible necessity. It is the author's intention to examine some of the properties of rules which he believes to hold for any grammar which describes constituent structure. The author examines certain properties of recursive systems of rules. The second paper provides a detailed discussion of the Bloomfieldian model. The third paper presents some thoughts concerning the hypothesis that Semitic possessed a morpheme of length. Hebrew and Arabic examples are given. The final article makes a study of particular features in Pashto; the findings indicate that Pashto may be an Iranian rather than an Indic language. (VM)

ED 055 465 FL 002 269
Lieberson, Stanley
Residence and Language Maintenance in a Multilingual City.
Pub Date Nov 70
Note—10p.
Journal Cit—South Affican Journal of Sociology; v1 n1 p13-22 Nov 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingualism, Communication (Thought Transfer), Cultural Differences, *Demography, English, Ethnic Distribution, *Ethnic Groups, Ethnic Studies, Ethnology, French, *Multilingualism, Native Speakers, Official Languages, *Residential Patterns, Second Languages, Sociolinguistics
Identifiers—*Montreal
The city of Montreal provides an example of how residential patterns are related to linguistic background and how linguistic pluralism is maintained under conditions of constant contact and extensive bilingualism. Residential segregation between linguistic and ethnic groups is determined by the index of dissimilarity; this index has been applied to the French and British populations and to the French-speaking and English-speaking populations in Montreal. Certain basic sociolinguistic principles become evident. The mother tongue is a far more powerful determinant of ethnic residence than is a language acquired later in life. The paramount factor influencing location is proximity to ethnic compatriots. The bilinguals in each ethnic group tend to locate in areas where their monolingual compatriots are found. The continued maintenance of the various language groups reduces the need for bilingualism. The linguistic outcome in a diverse city such as Montreal is closely intertwined with the residential pattern among language groups. (VM)

ED 055 466 FL 002 271
Bhatia, Sugan Chand
Problems in Reading and Linguistic Explanations for Them.
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Cognitive Processes, *College Students, Connected Discourse, *English (Second Language), Intonation, Language Ability, Language Patterns, Language Rhythm, Language Skills, *Linguistics, Pronunciation, Reading, Reading Instruction, *Reading Skills, Reading Speed, *Second Language Learning, Structural Analysis
Reading instruction for the college student learning a second language should begin by establishing symbol-sound-meaning association. The step from speech to reading could best be made at the structural level. The emphasis at this point should be on sentence structure and the student should be taught to develop the ability to interpret the complexity of the thought processes as expressed in simple, compound, and complex sentences. Situational rather than linguistic grading should be emphasized, that is, it is necessary to describe the learner's experience. Writing, thus, becomes another method of communication. The student must also control pronunciation, intonation, and rhythmic features to develop his ability to read with appropriate speed and comprehension. Rather than learning vocabulary, the student must learn intonation, function order in sentence patterns, structure words, and word-form changes. Once the student has been trained up to the sentence level, the next steps can lead him to developing critical reading skills. (Author/VM)

ED 055 467 FL 002 272
Wood, Richard E.
Semantic Change in the German of East Germany.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culture, *Descriptive Linguistics, *German, Language Development, Modern Languages, *Political Influences, *Semantics, *Socioeconomic Influences, Standard Spoken Usage, Vocabulary, Word Frequency
Identifiers—*East Germany
The language of East Germany has undergone distinct semantic change since the arrival of the Soviet occupation forces in 1945, especially in the areas of politics, philosophy, and social organization. This is evident in governmental publications and in the shortwave transmissions of the official broadcasting station. Four sources of the change can be determined: the influence of classical Marxism and socialism, the influence of Leninism and later developments in Marxist-Leninist theory, the influence of Russian terminology as developed in the Soviet Union, and the influence of governmental and party institutions. Almost all of the change in East Germany has been based upon state philosophy. The most frequent type of change is a narrowing of semantic field accompanied by a considerable increase in frequency of usage. Different terms may, thus, be applied to overtly similar acts performed by socially and philosophically opposed groups. (VM)

ED 055 468 FL 002 292
Szamosi, Michael
On a Surface Structure Constraint in Hungarian.
Language Research Foundation, Cambridge, Mass.
Report No—RR-3
Pub Date Feb 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Deep Structure, Descriptive Linguistics, *Grammar, *Hungarian, *Sentence Structure, Structural Analysis, Structural Grammar, *Surface Structure, *Syntax, Transformation Theory (Language), Verbs
It is possible to apply the concept of surface-structure constraint to a particular area of Hungarian syntax. A surface-structure constraint, according to David Perlmutter, can be seen as a template which serves as a filter at some level after the transformational component. In the case of Hungarian cooccurrence of noun phrases and verbs in a clause, the constraint operates after the input to the phonological component and determines whether a sentence will be grammatical or not. The constraint declares that, if a clause contains an indefinite noun phrase in the accusative case and a finite verb, the verb has to be in the indefinite conjugation. The constraint operates in addition to the verb-object agreement rule. A similar constraint seems to be operative also in English. (VM)

ED 055 469 FL 002 295
Al-Ani, Salman H.
An Acoustical and Physiological Investigation of the Arabic /E/.
Academy of the Socialist Republic of Rumania, Bucharest.
Pub Date 70
Note—12p.; Offprint from the Proceedings of the Tenth International Congress of Linguistics (Bucharest, Romania, August 28-September 2, 1967), p155-166
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acoustic Phonetics, Acoustics, *Arabic, Articulation (Speech), Descriptive Linguistics, Environmental Influences, Language Research, *Phonemics, *Phonetic Analysis, *Physiology, Sound Films, Spectrograms
Using acoustical evidence from spectrograms and physiological evidence from X-ray sound films, it appears that the most common allophone for the Arabic voiced pharyngeal fricative, at least in Iraqi, is a voiceless stop, and not a voiced fricative, as many believe. The author considers the phoneme in different environments and describes its behavior. Comments from other linguists are included along with photographs of the spectrogram findings. (VM)

ED 055 470 FL 002 308
Fishman, Joshua A.
Nationality-Nationalism and Nation-Nationism.
Pub Date 68
Note—13p.; Offprint from Language Problems of Developing Nations, p39-51
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Afro Asiatic Languages, Cultural Differences, *Developing Nations, Dialects, *Diglossia, Ethnology, Multilingualism, *Nationalism, *Official Languages, Political Divisions (Geographic), Social Dialects, Technology
The process of national integration does not necessarily require monolingualism. The western,

post-Versailles, intellectual heritage prompts contemporary sociologists to assume that cultural and linguistic differences automatically tend toward demands for nation formation and language recognition. Countries like India prove otherwise. Not all language differences that exist are noted, let alone ideologized. Conscious and even ideologized language differences need not be divisive. In the new nations of Africa and Asia, diglossia is extremely widespread and each language has its own functionally exlusive domain. Most new nations of Africa and Asia are not yet ethnic nations, which tends to reinforce diglossia conditions. African languages have rarely become symbolic of the quest for nationhood. Diglossia could easily remain a way of life for new nations. (VM)

ED 055 471 FL 002 310
Milic, Louis T.
The Possible Usefulness of Poetry Generation.
Pub Date 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, Computers, Form Classes (Languages), Generative Grammar, Grammar, Haiku, Imagery, *Language Research, Language Rhythm, Literary Conventions, *Metaphors, Phonology, *Poetry, Semantics, Sentences, Syntax, Taxonomy, Transformation Generative Grammar, *Versification

The possible usefulness of computer poetry is concerned with what the programmer can learn about language, about poetry, and about poets. The problems in designing computer programs to construct poetry include considerations in generating well-formed sentences which have the added restrictions that poetry requires: meter, rhyme, logic, diction, subject matter, and imagery. These restrictions are phonological and semantic. At the present stage of development of semantic theory, such linguistic features as imagery are of minor interest for poetry generation. The basic difficulty in poetry generation is introducing enough uncertainty to insure variety in the resultant output without violating the constraints that govern well-formed sentences. Numerous linguistic restrictions can be added to computer programs to refine the poetic output. Generating computer poetry underlines the curious behavior of familiar words in unfamiliar combinations. In poetry, metaphor is readily accepted as an alternative to calling a sentence nonsensical. Metaphor is thought to be the special creation of the poet; this presents a curious problem when the poet is a computer. (Author/VM)

ED 055 472 FL 002 344
Simmons, R. F.
Some Semantic Structures for Representing English Meanings.
Texas Univ., Austin.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-NL-1
Pub Date Nov 70
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case (Grammar), *Computational Linguistics, Computer Assisted Instruction, Deep Structure, *English, *Language Research, Morphology (Languages), Phonology, *Semantics, Sentences, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, Transformations (Language)

This paper defines the structure of a semantic network for use in representing discourse and lexical meanings. The structure is designed to represent underlying semantic meanings that, with a lexicon and a grammar, can generate natural-language sentences in a linguistically justifiable manner. The semantics of natural English can be defined as a system of conditions and transformations applied to syntactic constituents to map them into semantic structures. A semantic structure for a statement is defined as a system of unambiguous representations of meaning interconnected by defined logical relations. The author feels that a semantic representation should probably be completely free of its natural-language representation. The correspondence between semantic structure and natural-language representation should reside wholly in the grammar and the lexicon. Specific details and examples of the semantic network operation are described. Illustrations of lexical structures are provided, and references are included. For additional information, see FL 002 345. (Author/VM)

ED 055 473 FL 002 345
Simmons, R. F. Slocum, Jonathan
Generating English Discourse from Semantic Networks.
Texas Univ., Austin.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-NL-3
Pub Date Nov 70
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Computational Linguistics, Computer Assisted Instruction, Computer Programs, Deep Structure, Discourse Analysis, *English, Generative Grammar, *Language Research, Phrase Structure, *Semantics, Sentences, Structural Analysis, Structural Linguistics, Surface Structure, *Syntax, Tables (Data), Transformation Generative Grammar, Transformations (Language)

The system described in this report is designed for use as a computational tool that allows a linguist to develop and study methods for generating surface strings from an underlying semantic structure. Initial findings with regard to form-determiners (such as voice, form, tense, and mood), some rules for embedding sentences, and some attention to pronominational substitution are reported. The report discusses how a particular semantic network can be used in conjunction with a grammar to generate sequences of coherent English sentences. The paper first outlines the form of the grammar and lexicon and describes a random generation algorithm that produces syntactically well-formed nonsense. It then shows how the semantic nets are used to control the ordering of grammar rules and lexical selections to generate meaningful discourse. There is also a section on some of the methods and rules for generating multi-sentence discourse. Special emphasis is given to the questions and problems that arise. A list of references is provided.For additional information, see FL 002 344. (Author/VM)

ED 055 474 FL 002 386
Gomes de Matos, Francisco Wigdorsky, Leopoldo
Foreign Language Teaching in Latin America.
Pub Date [66]
Note—70p.; Offprint from Current Trends in Linguistics 4, Ibero-American and Caribbean Linguistics, p464-533
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, English (Second Language), Instructional Materials, Language Instruction, *Language Programs, *Latin American Culture, *Modern Language Curriculum, Portuguese, *Professional Associations, *Second Language Learning, Spanish Speaking, Teacher Education, Teacher Qualifications, Teaching Methods, Textbooks
Identifiers—*Latin America

This report presents a survey of foreign language programs in Latin America. English as a second language is discussed as well as the teaching of other foreign languages. Remarks are made concerning language programs at various levels, teaching methods and materials, teacher preparation, status, and organizations, and acute problems. In the concluding comments, the report notes the special problems of the insufficient number of foreign language teachers and the inability to obtain appropriate materials. One of the biggest problems is a lack of communication among foreign language teachers in Latin America. The heaviest burden of responsibility for improvement rests with the foreign language teachers who have had good training. (VM)

ED 055 475 FL 002 390
Odo, Carol
Variation in Hawaiian English: Underlying R.
Hawaii Univ., Honolulu. Dept. of Linguistics.
Pub Date Feb 71
Note—29p.; From Working Papers in Linguistics, v3 n2 p1-30 Feb 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Characteristics, Consonants, Creoles, Deep Structure, *English, Environmental Influences, *Hawaiian, *Language Development, Language Styles, Linguistic Patterns, Phonetics, *Phonology, Pidgins, *Pronunciation, Social Influences, Sociolinguistics, Speech, Syllables, Tables (Data)

The underlying assumptions of the study described in this report are that language change in process is revealed through language variation and that variation is rarely random. With these two ideas in mind, the author studies the presence of "r" in Hawaiian English and considers its appearance in various environments. The study also investigates whether the variation in the pronunciation of "r" correlates with extralinguistics factors such as social class, age, education, sex, style, and interviewer. Tables illustrate the findings on the variations. There is an indication that a change toward adoption of a more standard American pronunciation--at least for syllabic "r"--has been in process in Hawaii for some time. A firm pattern of variation emerges from the data. (VM)

ED 055 476 FL 002 407
Alford, Bronwyn Lindsay
A Psychoacoustic Investigation of Foreignness.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—AD-722676
Pub Date Dec 70
Note—56p.; Master's Thesis
Available from—Bronwyn Lindsay Alford, Univ. of California, Santa Barbara, Calif.
Document Not Available from EDRS.
Descriptors—*Aptitude Tests, Auditory Perception, Chinese, Feasibility Studies, Language, Language Instruction, Mandarin Chinese, *Masters Theses, *Modern Languages, *Psychoacoustics, *Second Language Learning, Vietnamese

A study was conducted to investigate and measure the foreignness of ten languages. Forty-five listeners judged the relative foreignness of 2,250 paired utterances, and ordinal scales were made from their judgments. The purpose of the investigation was to determine the feasibility of the development of an auditory, foreign-language aptitude test for specific language aptitudes (especially for conversational foreign language learning). It was found that listeners indeed made very definite and consistent foreignness judgments. The tone languages (Vietnamese and Mandarin) were consistently judged to be the most foreign of the test languages. An examination of related studies revealed a general trend suggesting that auditory, foreign-language aptitude tests and subtests are more accurate predictors of success than written "pencil and paper" tests. (Author)

ED 055 477 FL 002 452
Herrick, Earl M.
Orderedness and Stratificational "and" Nodes.
Pub Date 4 Oct 69
Note—15p.; Paper presented at the annual meeting of the Michigan Linguistic Society, October 4, 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Descriptive Linguistics, Diagrams, *English, *Graphemes, Language Research, Linguistic Theory, Orthographic Symbols, *Structural Analysis, Structural Grammar

It is possible to apply Lamb's stratificational theory and analysis to English graphonomy, but additional notation devices must be used to explain particular graphemes and their characteristics. The author presents cases where Lamb's notation is inadequate. In those cases, he devises new means for performing the analysis. The result of this approach is set of stratificational diagrams; the performance of a diagram is expressed by impulses which move through it and which show the ordering of its several parts by successively activating those parts. References are given, and graphotactic diagrams are included. (VM)

ED 055 478 FL 002 497
Sheeler, Willard D.
Elementary Course in English, 2: Pre-recorded Tapes 51-100.
English Language Services, Inc., Washington, D.C.
Pub Date 71
Note—288p.
Available from—English Language Services, 5550 Wilkins Court, Rockville, Md. 20852 ($2.75)
Document Not Available from EDRS.
Descriptors—American English, Applied Linguistics, Conversational Language Courses, Dialogue, *English (Second Language), *Grammar, *Instructional Materials, Language Instruction, Pronunciation Instruction, Reading, Sentence Structure, Structural Linguistics, Sub-

stitution Drills, Tape Recordings, *Textbooks, *Verbs, Vocabulary

This book is the second volume of a two-volume basic course in spoken American English. In most cases, the student using this book will have used the first volume; a student could begin with this volume if he has enough vocabulary and certain basic structures. The basic organization is around the verb and verb phrase. There are thirteen three-lesson learning units and review units. The format for the first lesson includes basic sentences, conversation practice, learning drills, and words and expressions. The second lesson contains a dialogue, dialogue drill, questions to answer, participation drills, and words and expressions. The third lesson provides a reading, questions on the reading, pronunciation practice, practice exercises, and words and expressions. The main points of grammar concern four groups of verbs: the verb "be;" verbs, including all words that have a main form, Z-form, ing-form, past tense, and past participle; the auxiliaries "do" and "have;" and modals such as can, could, may, might. Students are asked to concentrate on and master the fundamental verb structures necessary for communication in English. Other vital grammatical points are also included. Tape recordings, workbooks, and a teacher's manual have been created to supplement the course. For Volume One, see FL 002 498. (VM)

ED 055 479 FL 002 498

Sheeler, Willard D.

Elementary Course in English, 1: Pre-recorded Tapes 1-50.

English Language Services, Inc., Washington, D.C.

Pub Date 71

Note—292p.

Available from—English Language Services, 5550 Wilkins Court, Rockville, Md. 20852 ($2.75)

Document Not Available from EDRS.

Descriptors—American English, Applied Linguistics, Conversational Language Courses, Dialogue, *English (Second Language), *Grammar, *Instructional Materials, Language Instruction, Pattern Drills (Language), Pronunciation Instruction, Reading, Sentence Structure, Structural Linguistics, Substitution Drills, Tape Recordings, *Textbooks, *Verbs, Vocabulary

This book is the first volume of a two-volume basic course in spoken American English. The text is divided into thirteen learning units of three lessons each plus four review units. The first lesson in a learning unit includes a dialogue, basic sentences, learning drills, and words and expressions. The second lesson involves reading, conversation practice, learning drills, and words and expressions. The third lesson contains basic sentences, learning drills, conversation and pronunciation exercises, practice exercises, and words and expressions. The basic organization of the course is around the verb and verb phrase. The structure and vocabulary are cumulative; grammar is presented inductively. A small amount of grammar will be found in the text itself, mostly in the form of tables. The present and past tenses of the verb "be" and its use in the formation of the continuous plus the "going to" future and the present and past of other verbs, excluding modals, are the framework for the grammar. Other grammatical points are included but the basic objective is to have the student master fundamental verb structures. Tape recordings, workbooks, and a teacher's manual have been created to supplement the course. For Volume Two, see FL 002 497. (VM)

ED 055 480 FL 002 510

Hinckley, E. B.

Report on Sabbatical Leave: Spring Semester, 1970.

Pub Date Jul 70

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aural Learning, Bilingual Education, Bilingualism, *Communication (Thought Transfer), Cultural Education, *English (Second Language), *English Education, Grammar, Imitation, *Language Instruction, Language Skills, Literature, Pattern Drills (Language), Secondary Education, Second Language Learning, Spelling, Student Participation, *Teaching Methods

Identifiers—Guam, Japan, Trust Territory of the Pacific

During his sabbatical leave, the author traveled to Guam, the Trust Territory of the Pacific, and Japan to observe English-language programs. He reports on the contacts that he made and the programs that he observed. He gives his general impressions of the English-language activity in each location and makes several recommendations as a result of his trip. Students should be taught the right sound first and the applicable rule later. Composition should be taught as a creative and spontaneous process; writing should not be approached from the basis of rules laid down by an authoritative book. There should be a great deal more participation by the class in the entire learning process. Teaching of English should be undertaken to help students understand, evaluate, and influence, intelligently and constructively, this rapidly changing world. English instruction should be concerned with the achievement of accurate communication. (Author/VM)

ED 055 481 FL 002 513

Henle, Paul, Ed.

Language, Thought, and Culture.

Pub Date 65

Note—273p.

Available from—Univ. of Michigan Press, Ann Arbor, Mich. 48106 ($1.95, paper)

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, Art, Classical Conditioning, *Cognitive Processes, Communication (Thought Transfer), Concept Formation, Conceptual Schemes, *Culture, *Language, Learning Processes, Logic, Perception, *Philosophy, Psycholinguistics, *Psychology, Semantics, Semiotics, Signs, Speech, Syntax

This book presents a collection of essays intended for an integrated study of language by anthropologists, literary critics, philosophers, psychologists, sociologists, and linguists. There is first a discussion of theories concerning the interrelationship of language, thought, and culture. This is followed by a discussion of the development of concepts in children and in societies and of the relationship of language and experience in concept formation. There is a chapter on stimulus-response analysis of language and meaning; learning principles and their usefulness in language learning are considered. Remarks about the nature of language and language learning are included, followed by a discussion of artificial or formal languages and their comparison with natural languages. One chapter considers the ways an utterance can carry meaning; another, entitled "-Cognitive or Noncognitive," analyzes the numerous ways an utterance can be judged under either of those two designations. The chapter on metaphors follows a general theory of symbolism by characterizing the metaphor semantically and by showing its semantic functions. The last two chapters cocern symbolism, first in the nonrepresentative arts and then in the representative arts, in an effort to examine the sign function in each field. (VM)

ED 055 482 FL 002 520

Dugas, Donald G.

Facilitating the Self-Actualization of Franco-Americans.

Pub Date 6 Mar 71

Note—17p.; Paper presented at the Fifth Annual TESOL Meeting, New Orleans, La., March 6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Applied Linguistics, *Bilingual Education, Bilingualism, Classroom Materials, Community Involvement, Cultural Education, English (Second Language), *French, *Language Development, Language Instruction, *Second Language Learning, Self Concept, Teacher Education, *Teaching Methods

Bilingual programs should focus on promoting psychosocial growth rather than language growth. Risk taking, change, and creativity should characterize the approach to bilingual education. Traditional ideas about language learning may not be suitable. It is not necessarily true that children cannot learn a second language unless it is taught to them. The behavioristic, audiolingual approach may not be the best for the bilingual child. Bilingual educators should not be overly concerned about the orthodoxy of their methods. The corrective approach to language teaching may not be the most appropriate one for the young bilingual child. Promoting psychosocial growth involves educating teachers and generating community involvement. The students must be given the basic tools to manage their own growth in two languages at an early age. (VM)

ED 055 483 FL 002 522

Adkins, Dorothy C. And Others

Iterative Research in Curriculum Development: A Preschool Language Module. A Section of the Final Report for 1969-70.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 70

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American English, Analysis of Covariance, Bilingual Education, *Bilingualism, Classroom Techniques, Curriculum Development, *Early Childhood Education, Language Development, Language Patterns, Nonstandard Dialects, Preschool Curriculum, *Preschool Learning, Reinforcement, Second Language Learning, *Standard Spoken Usage, Syntax, Teaching Methods

The child in a bilingual or bidialectal situation must increase his skills so that he may function successfully in a wider variety of situations and know how and when to use both language codes. The curriculum described here, used in Head Start classes, is a carefully programmed, very detailed presentation of syntactic patterns that appear with high frequency in the standard dialects of American English. Details of the classroom techniques are provided in this report as are the results observed from tests administered to young children under the new curriculum and to those under other nursery school programs. The various tests and their particular results are discussed. A list of references is given. For additional information; see ED 048 924. (VM)

ED 055 484 FL 002 527

Blatchford, Charles H.

A Theoretical Contribution to ESL Diagnostic Test Construction.

Pub Date 7 Mar 71

Note—12p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1071

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Criterion Referenced Tests, *Diagnostic Tests, Educational Experiments, *English (Second Language), Norm Referenced Tests, Statistical Analysis, Statistical Data, *Tables (Data), Test Construction, Testing, Test Interpretation, *Test Reliability, Test Results

A diagnostic test in English as a second language should be a series of miniature tests on specific problems. Subscores in each area should be considered rather than a total score. The results should be used to probe mastery in an area rather than provide the means for comparing one student against another. The statistical reliability of the results does not necessarily depend on test length. The teacher should look at each item for each student rather than the score and should spend more time studying the analysis of each student's test. The criterion of the percent of correct decisions may be a more meaningful measure than ascertaining the traditional coefficients of reliability. Tables provide the statistical data under consideration. (VM)

ED 055 485 FL 002 536

Tucker, G. R. And Others

Cognitive and Attitudinal Consequences of Following the Curricula of the First Four Grades in a Second Language.

McGill Univ., Montreal (Quebec).

Pub Date Feb 71

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Tests, Auditory Perception, *Biculturalism, *Bilingual Education, Creativity Tests, Cultural Awareness, Curriculum Design, *Educational Innovation, English, French, Grade 4, *Language Programs, Language Skills, Language Tests, Minority Groups, *Program Evaluation, Second Language Learning, Self Concept, Social Attitudes

This report presents an evaluation of a bilingual education program in which English-speaking children receive most of their school instruction in French. The paper discusses details of the program and curriculum and reports on the tests conducted to evaluate the program. Results are presented of tests examining English and French

language skills, arithmetic, intelligence and creativity, sensitivity to foreign sounds, attitudes toward ethnolinguistic groups, and self concept. The program evaluators feel that bilingualism can be most efficiently attained if biculturalism or culture sensitivity is pursued at the same time. At the end of grade 4, the children can read, write, speak, understand, and use French far better than students who follow typical French-as-a-second-language programs. (VM)

ED 055 486 FL 002 540

Al-Ani, Salman H.

Arabic Phonology: An Acoustical and Physiological Investigation.

Pub Date 70

Note—104p.; Series Practica 61

Available from—Mouton and Co., N. V., 182 Van Aerssenstraat, The Hague, Netherlands ($10.75)

Document Not Available from EDRS.

Descriptors—*Acoustic Phonetics, *Arabic, Articulation (Speech), Consonants, *Descriptive Linguistics, Environmental Influences, Intonation, Phonemes, Phonemics, *Phonology, *Physiology, Semitic Languages, Sound Films, Spectrograms, Suprasegmentals, Syllables, Synchronic Linguistics, Vowels

This book presents an acoustical and physiological Investigation of contemporary standard Arabic as spoken in Iraq. Spectrograms and X-ray sound films are used to perform the analysis for the study. With this equipment, the author considers the vowels, consonants, pharyngealized consonants, pharyngeals and glottals, duration, gemination, and consonant clusters. He also studies syllables, stress, and intonation. All these phenomena are discussed in acoustic and physiological terms. Spectrographic displays, drawings depicting the physiology of a particular sound, diagrams, and charts are all used to illustrate the physical characteristics and relationships of the sounds. (VM)

ED 055 487 FL 002 541

Terrell, Anne And Others

Elementary Oral English for Speakers of Cantonese: Teacher's Guide for Pronunciation Practice.

Chinatown-North Beach Community English Language Center, San Francisco, Calif.

Spons Agency—Department of Labor, Washington, D.C.

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Students, Applied Linguistics, *Cantonese, *Comparative Analysis, Consonants, Contrastive Linguistics, Descriptive Linguistics, Dialects, *English (Second Language), Immigrants, Intonation, Language and Area Centers, Language Rhythm, Phonology, *Pronunciation Instruction, Sentences, Suprasegmentals, Syllables, Vowels

This guide for pronunciation practice is intended primarily for adult speakers of Cantonese who need to speak English in order to understand and be understood in a job outside the Cantonese-speaking community. It is not designed for the advanced student. This document provides a contrastive analysis between the sound systems of English and Cantonese, focusing on the sentence as a whole and then on vowel and consonant sounds. Suggestions are made for the application of contrastive analysis in teaching English, specifically in each of these three areas. A glossary of terms and a bibliography are provided. A discussion of lessons in English sounds follows, with an explanation of a teaching alphabet and general instructions for using sound drills. (VM)

ED 055 488 FL 002 542

Gamal-Eldin, Saad M.

A Syntactic Study of Egyptian Colloquial Arabic.

Pub Date 67

Note—117p.; Series Practica 34

Available from—Mouton Publishers, 182 Van Aerssenstraat, The Hague 2076, Netherlands ($12.54)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Arabic, Deep Structure, *Descriptive Linguistics, Dialects, *Discourse Analysis, *Grammar, Kernel Sentences, Morphology (Languages), Phonemics, Phonology, Semitic Languages, Sentences, Sentence Structure, Structural Analysis, Suprasegmentals, Surface Structure, *Syntax, Transformations (Language), Verbs

This syntactic analysis of Egyptian colloquial Arabic is based on the author's dialect which he designates as educated Cairene. This study offers a phonological as well as morphological background for the grammar of this particular dialect. The basic syntactic approach used is immediate constituent analysis. String analysis and transformational analysis are used when they seem more efficient for the particular problem. The study begins with phonological and morphological preliminaries, followed by a sketch of the hierarchical structure of the dialect. The sentence is analyzed and two types are described--non-verbal and verbal. There is a discussion of fragments and introducers; simple, compound, and complex sentences are considered. The concluding chapter provides an example of discourse analysis, based on the units identified earlier in the book. Bibliographies on Arabic and on syntactic theory and its application are provided. (VM)

ED 055 489 FL 002 553

Albanian: Basic Radio Communications.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01AB47

Pub Date Aug 71

Note—52p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Aircraft Pilots, *Albanian, Communications, Indo European Languages, *Instructional Materials, Intensive Language Courses, Language Patterns, *Military Air Facilities, Military Personnel, Modern Languages, *Radio, Vocabulary Development

This volume has been designed as a supplement to a course in Albanian developed by the Defense Language Institute. The emphasis in this text is placed on radio communications instruction. The volume is divided into five exercises, each of which contains a vocabulary, dictation, and an air-to-ground communications procedure conducted in Albanian and English. Chapters cover the following topics: (1) establishing contact, departure; (2) on mission for weather reports; (3) emergency landing; (4) arrival control; and (5) interception of an objective. (RL)

ED 055 490 FL 002 554

Albanian Geography and History.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01AB47

Pub Date Jul 71

Note—172p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Albanian, *Cultural Education, *Geography, Indo European Languages, *Instructional Materials, Intensive Language Courses, Military Personnel, Modern Languages, *Reading Materials, Vocabulary Development

This volume supplements lessons 1-120 in the "Albanian Basic Course" developed by the Defense Language Institute. New words and idioms are introduced, and historical, political, cultural, and geographic information about Albania focuses on contemporary life. It is suggested that the work in this text be initiated during the final phase of the basic course. The section on the geography of Albania discusses size and borders, topography, climate, agriculture and sheep farming, mines and industry, trade, and administrative apportionment. Extensive information on the various districts is provided. The historical material reviews the origins of Albania and concludes with a discussion of the Albanian alliance with the People's Republic of China. (RL)

ED 055 491 FL 002 558

Korean Basic Course: Area Background.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01KO47

Pub Date Jul 71

Note—278p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Art Expression, *Cultural Education, Educational Policy, Foreign Policy, Foreign Relations, Government (Administrative Body), Industrialization, *Instructional Materials, Korean, *Korean Culture, Land Use, Modern Languages, *Political Socialization, Religious Cultural Groups, Social Change, *Socioeconomic Influences

Designed to serve as an introduction to some aspects of Korean culture and civilization, this text consists largely of lectures on various topics prepared by staff members of the Defense Language Institute. The major section on the Republic of South Korea includes information on: (1) the historical setting; (2) the politico-military complex; (3) the socio-economic structure; (4) the socio-religious tradition including religion, education, kinship, the Korean house, customs, and cuisine; and (5) artistic and intellectual expression. The final unit on the People's Republic of North Korea examines the geography of North Korea, the structure of the government, party politics, foreign policy, industrial development, land reform and collectivization, the educational system, and the Armed Forces. (RL)

ED 055 492 FL 002 559

Korean Advanced Course, Volume I.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—06KP24

Pub Date Jul 71

Note—179p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Cultural Education, Educational Policy, Government (Administrative Body), *Instructional Materials, Interviews, *Korean, *Korean Culture, Modern Languages, *Reading Materials, *Reading Skills, Religious Cultural Groups, Sociocultural Patterns, Socioeconomic Influences

This is the first of 7 readers for continuation training in Korean after the completion of the "-Korean Basic Course" prepared by the Defense Language Institute. Units 1-11 are practical situation dialogues written for the course and center on topics related to sports, social events, police administration, and dialects. Interviews with key governmental figures are included. Units 12-20 are articles drawn from readers published in 1970 by the Ministry of Education of the Republic of Korea. Topics focus on sociocultural concerns including the lives of the North and South Koreans and of philosophical leaders. Korean calligraphy is used exclusively. (RL)

ED 055 493 FL 002 567

Masciantonio, Rudolph, Ed. Weislogel, Stephen, Ed.

New Approaches to the Teaching of the Classics.

Classical Association of the Atlantic States, Inc.

Pub Date 72

Note—30p.; Report of the 1971-72 Working Committee of the Classical Association of the Atlantic States

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classical Languages, Computer Assisted Instruction, Cultural Education, *Curriculum Development, *Educational Innovation, Fles, Greek, Instructional Materials, Instructional Program Divisions, *Language Programs, *Latin, Relevance (Education), Secondary Schools, Teacher Education, *Teaching Methods, Textbooks

This four-part report of the 1971-72 Classical Association of the Atlantic States Working Committee deals with the rationale for new approaches and curriculums for schools and colleges. Implications of the new approaches in teacher education are also teated. The major section treating new model curriculums and approaches includes discussion of: (1) FLES materials in the Philadelphia and Washington school districts, (2) "Artes Latinae," (3) "Living Latin:

A Contemporary Approach (Book 1 and 2)," (4) "Lingua Latina Secundem Rationem Naturae Explicata," (5) the Peckett and Munday Latin Series, (6) "Lingua Latina Liber Primus/ Liber Alter," (7) "Colloquamur Latinae cum Pueris Puellisque: Latin in the Middle School," (8) computer-assisted instruction, and (9) Latin and Greek programs in American colleges and universities. (RL)

ED 055 494 FL 002 576

Torres, Edgardo E.

How Foreign Language Develops Character by Widening the Learner's World.

Pub Date 24 Jun 71

Note—31p.; Speech presented at the Advanced Placement Congerence, San Francisco, Calif., June 24, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Advanced Placement, Advanced Students, *Affective Objectives, Basic Skills, Cognitive Objectives, Cultural Education, Educational Objectives, Enrollment Trends, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Personality Development, Second Language Learning, Student Attitudes, Student Motivation, Teacher Attitudes, Teaching Methods

Seeking to answer the question of how language affects character by widening the learner's world, this article reviews in broad terms the present conditions in the study of foreign languages, reviews the attitudes of the "new student" in foreign languages, and challenges educators to consider new directions in the development of advanced placement courses. In covering these issues, the author touches on related topics including a definition of "character," teacher-pupil relationshps, motivation, learning-teaching distinctions, language enrollment trends, the "-now" student, advanced placement, and cultural education. Much attention is given to a discussion of Alvin Toffler's attitudes expressed in his "Future Shock" as they relate to language instruction and, in particular, in recognizing the significance of teaching toward the affective as well as the cognitive domain. (RL)

ED 055 495 FL 002 578

Lipton, Gladys C., Ed. Bourque, Edward H., Ed.

Research, Relevance, Reality: The Three R's of FLES.

American Association of Teachers of French.

Pub Date 69

Note—103p.; Report by the FLES Committee of the American Association of Teachers of French presented on December 29, 1969 in Detroit, Michigan

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Attitudes, Annual Reports, Articulation (Program), Community Attitudes, Educational Development, *Educational Research, Elementary Schools, Enrollment Trends, *Fles, *Language Instruction, Language Programs, Modern Languages, *Program Development, *Relevance (Education), Student Interests, Teaching Methods

Recognition of the significance and interrelatedness of research, relevance, and educational realities concerning floreign language instruction in the elementary schools (FLES) is exhibited in eight articles contained in this annual report compiled by the National FLES Committee of the American Association of Teachers of French. The articles include: (1) "Criteria for Research" by R. Pillet, (2) "An Overview of Research Findings in FLES" by L. Couture, (3) "FLES and High School Achievement" by J. Mirsky, (4) "Psychological Backgrounds of Language Learning at the FLES Level" by V. Gramer, (5) "Language Learning in the FLES Classroom" by C. Tarlton, (6) "Introductory Remarks on FLES Enrollments: This Is Where We're At" by V. Spaar and B. Bendon, (7) "Progress Made in the Past Ten Years" by P. Aspel, and (8) "Implementation of Results" by R. Pillet. (RL)

ED 055 496 FL 002 596

In-Depth Survey of School Foreign Language Programs in New York State, 1970-71: Table Summaries of District Administrator Forms.

New York State Education Dept., Albany. Information Center on Education.

Pub Date Sep 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Articulation (Program), Evaluation Criteria, Fles, *Instructional Program Divisions, *Language Instruction, Language Laboratories, *Modern Languages, *School Surveys, *State Surveys, Statistical Surveys, Student Evaluation, Tables (Data), Teacher Evaluation

Thirty-nine tables of statistical information which summarize results of completed District Administrator Forms prepared by the Bureau of Statistical Services for the Bureau of Foreign Languages Education are presented in this report. The tables provide data pertaining to the following categories of information: (1) the Foreign Language Survey in New York State, 1970-71, (2) program objectives, (3) foreign language course requirements, (4) enrollment trends, (5) guidance, (6) teacher qualifications, (7) FLES, (8) language laboratories, (9) foreign language resource centers, (10) program articulation, (11) progress reports, (12) Regents examinations, (13) teacher evaluation, and (14) selected programs and practices. (RL)

ED 055 497 FL 002 597

Audiovisuelle Materialien fur den modernen Fremdsprachenunterricht. Stand: Juni 1971 (Audiovisual Materials for Modern Foreign Language Instruction. June 1971 Edition).

Informationszentrum fur Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Arbeitskreis zur Forderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.v. (Germany).

Pub Date Jun 71

Note—284p.; Revised edition

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Audiovisual Aids, Basic Reading, Charts, Filmstrips, Illustrations, *Instructional Materials, Language Aids, *Language Instruction, Manuals, Maps, *Modern Languages, Phonograph Records, Phonotape Recordings, Realia, *Second Language Learning, Slides, Textbooks, Transparencies, Workbooks, Worksheets

This listing, updating the 1969 publication, cites commerically available language instruction programs having audiovisual components. Supplementary audiovisual aids are available only as components of total programs noted in this work. Organization is by language and commerical source. Indications for classroom applications and prices (in German currency) are provided. The chief languages included are English and German (as second languages), French, Russian, Spanish, Italian, Swedish, and a group of uncommonly taught languages. An introduction discusses general guidelines for the use of audiovisual aids and insturction on the use of the guide; an appendix lists the addresses of publishers and suppliers. For the companion document, see ED 037 112. (WB)

ED 055 498 48 FL 002 598

Konare, Mamadou

Sonral Basic Course. Final Report.

Indiana Univ., Bloomington.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Jul 71

Contract—OEC-0-71-0437(823)

Note—245p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*African Languages, Applied Linguistics, Conversational Language Courses, Dialogue, Grammar, Intonation, *Language Instruction, *Language Patterns, Pattern Drills (Language), Phonology, *Second Language Learning, Substitution Drills, Teaching Methods, *Textbooks, Translation, Vocabulary

Identifiers—*Sonray

The main objective of this basic course is to teach the student to speak Sonray. The main learning devices used in the lessons are short dialogues which are to be memorized and are utilized to introduce new grammatical patterns. The dialogues are followed by several types of drills, designed to make the students familiar with a particular pattern. Substitution, chain, question and answer, conversation, transformation, and translation drills are all used to enable the students to understand and use the new patterns and vocabulary. The book gives simple explanations for the grammatical structures. Vocabulary lists appear at the end of each lesson; the complete list appears at the end of the textbook. Later lessons include reading texts. A description of the phonology of Sonray is given in the introductory remarks. (VM)

ED 055 499 FL 002 600

Arbelaez C., Vicente And Others

Spanish Programmatic Course, Volume 2.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.

Pub Date 70

Note—619p.

Available from—Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20302 (GPO 0-387-180, $5.25)

EDRS Price MF-$0.65 HC-$23.03

Descriptors—Adult Education, Audiolingual Skills, Autoinstructional Aids, Grammar, Instructional Materials, *Intensive Language Courses, Language Instruction, Language Programs, Modern Languages, Pattern Drills (Language), *Programed Instruction, *Programed Texts, Pronunciation, *Spanish, *Textbooks

This text, developed by the Foreign Service Institute for an intensive, programed language course in Spanish, is accompanied by an "Instructor's Manual" and tape recordings. The Instructor's Manual contains those portions of the course which have been recorded by which do not appear in printed form in the student's basic text. This volume, requiring about 150 hours of instruction time, consists of 25 lessons, each containing an introduction, a dialog, a section on grammatical observations, and practice exercises. An index of grammatical features and a vocabulary section are included. For the companion documents see ED 022 397 and ED 022 399. (RL)

ED 055 500 FL 002 601

The Language Learner: Reaching His Heart and Mind. Proceedings of the Second International Conference.

New York State Association of Foreign Language Teachers.; Ontario Modern Language Teachers' Association.

Pub Date 71

Note—298p.; Conference held in Toronto, Ontario, March 25-27, 1971

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Articulation (Program), Audiolingual Methods, Basic Skills, Career Planning, *Conference Reports, English (Second Language), *Instructional Program Divisions, Language Laboratories, Latin, *Learning Motivation, Low Ability Students, *Modern Languages, Relevance (Education), *Second Language Learning, Student Interests, Student Motivation, Teacher Education, Textbook Preparation

More than 20 groups of commentaries and articles which focus on the needs and interests of the second-language learner are presented in this work. The wide scope of the study ranges from curriculum planning to theoretical aspects of second-language acquisition. Topics covered include: (1) textbook writing, (2) teacher education, (3) career longevity, (4) program articulation, (5) trends in testing speaking skills, (6) writing and composition, (7) language laboratories, (8) French-Canadian civilization materials, (9) television and the classics, (10) Spanish and student attitudes, (11) relevance and Italian studies, (12) German and the Nuffield materials, (13) Russian and "Dr. Zhivago," (14) teaching English as a second language, (15) extra-curricular activities, and (16) instructional materials for the less-able student. (RL)

ED 055 501 FL 002 613

Ornstein, Jacob And Others

Programmed Instruction and Educational Technology in the Language Teaching Field: New Approaches to Old Problems. Language and the Teacher: A Series in Applied Linguistics, Volume 9.

Pub Date 71

Note—190p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($3.00)

Document Not Available from EDRS.

Descriptors—Basic Skills, Behavioral Objectives, Behavioral Science Research, Computer Assisted Instruction, Conditioning, Educational Development, *Educational Research, Educational Technology, *Individualized Instruction, Instructional Program Divisions, Instructional Systems, *Instructional Technology, *Language Instruction, Language Learning Levels, Linguistic Theory, Modern Languages, *Pro-

gramed Instruction, Student Centered Curriculum, Systems Approach, Teaching Machines

Seeking to determine the extent to which educational technology is represented in the field of language instruction, this study presents a three-part survey of historical developments and current practices in this area. Part One examines the development of programed instruction in the language field, while focusing on research and development at the university level, computer-assisted instruction, commercial and federal involvement, and foreign interests. Another major section deals with programed instruction and theories of language and methodology of language teaching including a review of trends in linguistic theory, criticism of programed instruction, the systems approach, and the future of programed language- learning. The final section discusses the practical components of a programed language course including: (1) "designed learning," (2) step-increment, (3) reinforcement, (4) conditioning auditory ability, (5) conditioning for sound production, (6) from sound to writing, (7) morphology, (8) developing linguistic skills, (9) aptitude, and (10) attitude. A bibliography is provided. (RL)

ED 055 502 40 FL 002 617

Wood, Nancy E.

Factors of Visual Perception and Their Relation to the Language Proficiency of Children. Final Report.

University of Southern California, Los Angeles.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—P-14-2069

Pub Date May 70

Grant—OEG-4-7-062088-0386

Note—321p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Children, Cognitive Processes, Comparative Testing, *Educational Experiments, *Educational Research, Interference (Language Learning), Language Instruction, *Language Proficiency, Learning Theories, Low Income, Minority Groups, Semantics, Standardized Tests, Statistical Analysis, Tables (Data), Visual Acuity, Visual Discrimination, Visual Learning, *Visual Perception

This report describes an experiment concerned with a possible relationship between the inability to learn basic educational skills, such as reading and writing, and the inability to organize incoming stimuli for communication purposes, in spite of adequate intellectual potential. The study had three main tasks. The first problem was to develop a battery of test items that would be subject to varying degrees of interference and that would be sensitive to a wide range of responses of children between three and six. The second task was to compare the responses of two groups of children, one with expected low language proficiency and one with expected high language proficiency, on the newly devised tests and on a battery of standard tests designed to measure language proficiency. The third step was to study the data and discover the implications for improved educational methods for children with language learning problems, especially those from minority groups. Included are details on personnel, test administration, experimental and standard tests, analysis of the data, conclusions, and implications for further studies. Tables give the statistical results; examples of the experimental test items are provided along with administrative details and references. (VM)

ED 055 503 FL 002 621

Aldridge, Hal

Student Contracts.

Southern California Modern and Classical Language Association.

Pub Date Oct 71

Note—4p.; Speech presented at the Long Beach Conference for the Foreign Language Framework, Long Beach, Calif., June 22, 1971

Journal Cit—Forum; v10 n1 p4-7 Oct 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, Behavioral Objectives, Educational Accountability, Individualized Instruction, Language Instruction, *Performance Contracts, Performance Specifications, *Secondary Schools, *Second Language Learning, *Student Evaluation, Student Motivation, Student Needs, Student Participation, Student Teacher Relationship, Teaching Methods

Discussion of the nature of student-teacher contracts pertaining to academic work to be performed by the student and evaluated by the teacher covers a wide range of related issues in this article. The nature of contracts, evaluation procedures, instructional materials, community attitudes, and the individualization of instruction are commented on in the report. (RL)

ED 055 504 FL 002 631

Wainwright, Judith

Individualized Learning in the Foreign Language Program: A Proposal for an Advanced French Curriculum.

Wisconsin Association of Foreign Language Teachers, Whitewater.

Pub Date 71

Note—5p.

Journal Cit—WAFLT Bulletin; v57 n1 p5-9 Fall 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Education, *Curriculum Development, Educational Diagnosis, Educational Experiments, *Flexible Schedules, *French, *Individualized Instruction, *Language Instruction, Language Programs, Modern Languages, Relevance (Education), Romance Languages, Small Group Instruction, Teaching Methods

Problems encountered at Black Hawk High School, Wisconsin, in an attempt to expand the French curriculum to include a level 3 and a level 4 course are examined in this article. Solutions to the difficulties caused by inadequate classroom space and insufficient funds lead the author to propose the elimination of the traditional, advanced-course titles and methods of instruction in favor of an individualized, flexible instructional program comprised of 16 study units which focus on contemporary issues considered to be relevant to student interests. General program design, methods of evaluation, and a two-year curriculum are described in this article. (RL)

ED 055 505 FL 002 634

Bartley, Diana E.

Soviet Approaches to Bilingual Education. Language and the Teacher: A Series in Applied Linguistics, Volume 10.

Center for Curriculum Development, Inc., Philadelphia, Pa.

Pub Date 71

Note—281p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($6.00)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Bilingual Education, Bilingual Schools, Communism, Cultural Education, *Curriculum Design, *Educational Objectives, English (Second Language), French, German, Instructional Materials, *Language Instruction, Modern Language Curriculum, Proprietary Schools, School Organization, Secondary Education, Second Language Learning, Teacher Education, *Teaching Methods, Textbooks

Identifiers—*Union of Soviet Socialist Republics

This book reports on the Soviet Union's general, secondary, polytechnical schools which have been established recently to teach students to use one foreign language with fluency or near fluency. The author first discusses the long-range and immediate objectives of these special schools. Marxist-Leninist theory and its influence on contemporary Soviet thought are considered. There is a description of the course structure and organization of the school. The second chapter considers the curriculum, its purpose and teaching methodology, Soviet foreign language pedagogy, and Soviet approaches to several methodological principles. The third chapter examines some of the materials used in the English, French, and German classes in the special schools. The final chapter discusses teacher preparation and professional characteristics of teachers in the special schools. A summary, conclusions, and a bibliography are included. Implications for foreign-language education and bilingual education in the United States are offered. (VM)

ED 055 506 FL 002 637

Japanese: Katakana Reading Exercise Book.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01JA47

Pub Date Oct 71

Note—25p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Instructional Materials, *Japanese, *Language Instruction, Manuscript Writing (Handlettering), Modern Languages, *Reading Materials, *Reading Skills, Supplementary Reading Materials, Uncommonly Taught Languages

Identifiers—*Katakana

This exercise book has been designed to give beginning students an opportunity to practice the reading Katakana. Sixteen readings, each transcribed in Katakanese calligraphy, are presented. The selections are compositions by students of Katakana and assure familiarity with vocabulary and sentence patterns. (RL)

ED 055 507 FL 002 638

Italian: Area Background Information.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01JT24

Pub Date Sep 71

Note—94p.

Available from—Director, Defense Language Institute, Department of the Army, U. S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Armed Forces, *Cultural Education, Demography, *Foreign Countries, Geography, History, *Instructional Materials, Intensive Language Courses, *Italian, *Language Instruction, Modern Languages

This booklet has been assembled in order to provide students of Italian with a compact source of cultural information on their target area. Chapters include discussion of: (1) introduction to Italian; (2) origins of the Italian population; (3) geography; (4) history including the Roman Era, the Middle Ages, the Renaissance, the "Risorgimento," and Contemporary Italy; (5) the Italian Armed Forces; and (6) Special Branches of the Italian Army. (RL)

ED 055 508 FL 002 639

Albanian Basic Course: Workbook for Exercises in Grammar.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01AB47

Pub Date Sep 71

Note—82p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Albanian, Case (Grammar), *Grammar, Indo European Languages, *Instructional Materials, *Language Patterns, Language Usage, Morphology (Languages), Speech Habits, *Workbooks, Worksheets

This workbook in Albanian grammar requires students to fill in missing words following a particular grammatical pattern, selected from Exercises in Grammar used in the "Albanian Basic Course," prepared by the Defense Language Institute. Drills include: (1) interrogative pronouns, (2) demonstrative adjectives; (3) declension of nouns, possessive adjectives and pronouns, relative pronouns, indefinite pronouns; and (4) assorted exercises. Cues to the missing elements in each of the exercises are furnished in English. (RL)

ED 055 509 FL 002 640

Russian Basic Course: Volume XVI, Lessons 72-75.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01RU47

Pub Date Sep 71

Note—182p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Basic Skills, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Listening Comprehension, Measurement, *Modern Languages, Numbers, Reading Development, *Russian, Verbs, Vocabulary Development, Writing
This volume, one of a series in a Russian course designed to train native English-language speakers to a level 3 proficiency in reading and writing Russian, contains seven units on the following topics: (1) forms and constructions, (2) basic reading texts, (3) grammar with written exercises, (4) oral exercises, (5) reading and translation exercises, (6) conversational exercises in pronunciation and comprehension, and (7) vocabulary development. The text, intended for use with accompanying tapes, focuses on exercises with numbers, fractions, verbs, units of measurement, and time. The text is written largely in Cyrillic script and is supplemented with cartoons. (RL)

ED 055 510 48 FL 002 641
Jorden, Eleanor H.
Joint Japanese-American Conference on Sociolinguistics. Final Report.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Pub Date Dec 70
Contract—OEC-0-71-0367(823)
Note—102p.; Conference held at the East-West Center, University of Hawaii, August 24-28, 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American English, Communication (Thought Transfer), Comparative Analysis, *Conference Reports, Conferences, Contrastive Linguistics, Cross Cultural Studies, Cultural Differences, Culture Contact, Ethnology, *Japanese, Japanese Americans, Language Development, Language Research, Second Language Learning, Social Change, *Sociocultural Patterns, *Sociolinguistics, Vocabulary
This final substantive report includes the working papers presented by the American and Japanese participants, notes on discussions, a summary of an address by William Labov, and draft proposals for joint sociolinguistic research. The working papers involve several sociolinguistic issues in Japanese-American and Japanese culture. The American papers concern lexical borrowing by Japanese Americans in Hawaii, phonological reduction rules for evaluation in sociolinguistic analysis, sociolinguistic factors inhibiting Japanese-American communication, language and social change, and mutual understanding between Japanese and Americans. The Japanese papers treat cultural comparisons, language behavior and cultural patterns, the ethnography of self-reference and address in Japanese, approaches to studying contrasting cultures, and the use of Japanese invective words or curses. References and notes are included with the papers along with a summary of the discussions that followed the presentation of each paper. (VM)

ED 055 511 FL 002 644
Green, Jerald R.
Kinesics in the Foreign-Language Classroom. ERIC Focus Reports on the Teaching of Foreign Languages, Number 24.
American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date 71
Note—9p.
Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Associative Learning, *Cultural Context, *Cultural Education, Instructional Program Divisions, *Language Instruction, *Nonverbal Communication, Nonverbal Learning, *Paralinguistics, Teaching Methods, Teaching Techniques, Visual Learning
The classroom presentation of authentic nonverbal behavior as a legitimate and useful activity in the teaching of the foreign culture is explored in this report. The author focuses on the need for cross-cultural inventories for each of the commonly taught languages in American schools and colleges. Means by which currently-used language texts can be correlated with nonverbal, high frequency gestures are explored. A review of the development of kinesics as a branch of linguistics concentrates on contributions of early pioneers in the field. (RL)

ED 055 512 FL 002 645
Gougher, Ronald L., Ed. Bockman, John F., Ed.
Individualization of Foreign Language Learning in America, III.
West Chester State Coll., Pa.
Pub Date Dec 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum Design, *Individualized Instruction, Instructional Design, *Instructional Program Divisions, *Language Instruction, Modern Languages, Program Descriptions, Schedule Modules, Second Language Learning, *Student Centered Curriculum, *Teaching Methods
This compilation of articles on the individualization of foreign language learning examines the teacher's role as the "facilitator of learning" in a student centered curriculum, the nature and direction of present trends in individualized instruction determined at the Stanford Conference on Individualization of Instruction in Foreign Language Study (1971), and the Triadic Method of Least Resistance proposed by Leon Jakobovits in his article on developing procedural steps in individualizing instruction. One article is devoted to a discussion of the program and success of individualized instruction at John Dewey High School in Brooklyn, New York. (RL)

ED 055 513 FL 002 650
Kratz, Dennis M.
An Experiment in Teaching Latin: Preliminary Considerations.
Language Research Foundation, Cambridge, Mass.
Report No—RR-4
Pub Date Jul 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Methods, Classical Languages, Course Objectives, Curriculum Design, Educational Objectives, Individual Instruction, *Junior High Schools, *Language Instruction, *Latin, *Linguistic Theory, Student Motivation, *Teaching Methods, Transformation Generative Grammar
A brief analysis of several theories of language acquisition and of various methods of language instruction leads to a proposal of general guidelines to be used in the development of an experimental course in Latin for seventh-grade students. The author discusses the writings of Chomsky, Sweet, and Brooks and suggests the abandonment of methodology which is strictly based on an audiolingual or grammar-translation theory in favor of a modified program geared primarily to individualized instruction. (RL)

ED 055 514 48 FL 002 656
Mansoor, Menahem And Others
Newspaper Hebrew Reader: Volume 2, Part 1.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research..
Bureau No—BR-6-1385
Pub Date Oct 71
Contract—OEC-3-6-061385-1631
Note—199p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Hebrew, *Instructional Materials, Language Development, *Language Enrichment, Language Instruction, Language Skills, Language Styles, Modern Language Curriculum, *Newspapers, *Reading Materials, Second Language Learning, Semitic Languages, Textbooks, Vocabulary
This is the first part of a two-part set of textbooks containing readings from the modern Hebrew Israeli press. The readings are intended for students who possess a knowledge of the basic vocabulary and elements of modern Hebrew structure. Less attention is devoted to the problems of grammar and more to matters of vocabulary, idiomatic expression, and style. Notes and glosses are provided to explain vocabulary. Numerous exercises are designed to help the student master new vocabulary and acquire a feeling for word usage and idiomatic style. This volume contains selections that are representative of front-page news coverage. For part two, see FL 002 657. (VM)

ED 055 515 48 FL 002 657
Mansoor, Menahem And Others
Newspaper Hebrew Reader: Volume 2, Part II.
Wisconsin Univ., Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1385
Pub Date Oct 71
Contract—OEC-3-6-061385-1631
Note—253p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Hebrew, *Instructional Materials, Language Development, *Language Enrichment, Language Instruction, Language Skills, Language Styles, Modern Language Curriculum, *Newspapers, Reading, *Reading Materials, Second Language Learning, Semitic Languages, Textbooks, Vocabulary, Vocabulary Development
This is the second part of a two-part set of textbooks containing readings from the modern Hebrew Israeli press. The readings are intended for students who possess a knowledge of the basic vocabulary and elements of modern Hebrew structure. Less attention is devoted to the problems of grammar and more to matters of vocabulary, idiomatic expression, and style. Notes and glosses are given to explain vocabulary. Numerous exercises are designed to help the student master new vocabulary and acquire a feeling for word usage and idiomatic style. This volume contains selections that are representative of reports, features, and editorials. For part one, see FL 002 656. (VM)

ED 055 516 24 FL 002 658
Sjoberg, Andree F.
The Structure of Dravidian Languages. Final Report.
Texas Univ., Austin.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-G-017
Pub Date Aug 71
Grant—OEG-7-8-000017-0062(014)
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Comparative Analysis, *Dravidian Languages, Form Classes (Languages), Grammar, Instructional Materials, *Language Classification, *Language Patterns, *Language Typology, Morphology (Languages), Nominals, Phonemes, Phonology, *Structural Analysis, Structural Linguistics, Synchronic Linguistics, Syntax, Verbs
This report presents a general study of the structure of Dravidian languages, nothing predominant and significant patterns and similarities among the languages in the areas of phonology, morphology, and syntax. There is also a discussion of the main differences of various subgroups or particular languages from the typical patterns. Background information on some of the languages is provided along with mention of where they are spoken and the number of speakers. The work is designed primarily as a teaching aid in courses and as background material for the study of any Dravidian language. References are provided; tables illustrate some of the grammatical features. (VM)

ED 055 517 FL 002 659
Smith, Harlie L., Jr., Ed.
Modern Written Arabic, Volume 1.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 69
Note—432p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-345-220-190, $3.75)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Arabic, *Instructional Materials, Intensive Language Courses, *Language Instruction, Modern Languages, Morphology (Languages), *Reading Skills, Second Language Learning, Semitic Languages, Sentence Structure, Sequential Reading Programs, Syntax, Uncommonly Taught Languages, Vocabulary Development, *Written Language
This text was prepared for use in the Foreign Service Institute programs of instruction for

members of the United States Foreign Service and is intended to be used with the help of a native-speaking Arabic instructor and with tape recordings. Instruction in modern written Arabic is planned in three stages: (1) prepared materials allow the student to gain recognitional mastery of a basic vocabulary and of basic morphological and syntactic patterns; (2) students read unprepared materials such as newspapers; and (3) the use of anthologies, books, and periodicals is recommended. Each of the 32 lessons of this volume is divided into sections on basic sentences, supplementary sentences, drills, notes, and vocabulary. Prior to beginning this volume, the student is expected to have learned the Arabic writing system and have a reasonably accurate pronunciation. Familiarity with the principles of syllabification and stress, pausal and nonpausal forms, and the transcription system utilized in the notes and vocabulary are also presupposed. A vocabulary list is provided. (RL)

ED 055 518 FL 002 666
Desberg, Dan And Others
French Basic Course, Units 1-12.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 60
Note—330p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-522148-80, $4.00 per 2-volume set)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Adult Education, Audiolingual Methods, *Conversational Language Courses, *Cultural Education, *French, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Programs, Modern Languages, Oral Communication, Second Language Learning, Speech Skills, Teaching Methods, Textbooks
This course has been developed specifically for the training of Foreign Service officers and representatives of other United States government agencies who are involved in foreign affairs. Classes are intended to be limited to six students in a full-time, intensive, training program requiring six hours of class and two hours of laboratory work each day for beginning students. Emphasis in this audiolingual course is placed on the development of speaking skills. The core of each lesson is a dialogue focusing on everyday situations which an adult might encounter in France. The dialogues are presented in three parallel columns--one in French, another in transcription illustrating the French phonology, and the third in English. Units also contain sections on dialogue notes, useful words, lexical drills, questions on the dialogue, grammar, document study, situations, question drills, response drills, narration, and orthography notes. For the companion document see FL 002 667. (RL)

ED 055 519 FL 002 667
Desberg, Dan And Others
French Basic Course, Units 13-24.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 60
Note—358p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-591034, $4.00 per 2-volume set)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Adult Education, Audiolingual Methods, *Conversational Language Courses, *Cultural Education, *French, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Programs, Modern Languages, Oral Communication, Second Language Learning, Speech Skills, Teaching Methods, Textbooks
This is the second volume of a 24-unit course in French, specifically developed for the training of Foreign Service officers and representatives of other United States government agencies who are involved in foreign affairs. Classes are intended to be limited to six students in a full-time, intensive, training program requiring six hours of class and two hours of laboratory work each day. Emphasis in this audiolingual course is placed on the development of speaking skills. The core of each lesson is a dialogue focusing on everyday situations which an adult might encounter in France. The dialogues are presented in French and English. Lessons also contain sections on dialogue notes, useful words, lexical drills, questions on the dialogue, grammar, document study, situations, question and response drills, narration, and reading materials. For the companion document see FL 002 666. (RL)

ED 055 520 FL 002 668
Stevick, Earl W. Kamoga, Frederick Katabazi
Luganda Pretraining Program.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date 70
Note—253p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-396-398, $2.25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*African Languages, Autoinstructional Aids, *Consonants, Function Words, *Instructional Materials, Intensive Language Courses, Intonation, Language Instruction, Modern Languages, Nominals, Phonics, *Phonology, Structural Grammar, Verbs, *Vowels
Identifiers—*Luganda
This self-instructional text is an adjunct to the Foreign Service Institute's "Luganda Basic Course." The time required for mastery of the tonal system is normally 20 hours. Essential to the program is the series of tape recordings that accompanies this book. Contents include material on: (1) long and short vowels and consonants, (2) initial vowels, (3) pitch, (4) class concord, (5) noun classes, (6) tone, (7) "yes-no" questions, (8) symbols and spelling, (9) juncture, (10) linking, (11) natural texts, (12) intonation, (13) negative verb forms, and (14) cardinal numbers. (RL)

ED 055 521 FL 002 670
Quang, Nguyen-Hy Jorden, Eleanor H.
Vietnamese Familiarization Course.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 69
Note—246p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 0-345-220-1061, $1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Audiolingual Methods, Autoinstructional Aids, *Instructional Materials, Intensive Language Courses, Language Fluency, *Language Patterns, Listening Comprehension, Modern Languages, Pattern Drills (Language), *Speech Skills, Structural Grammar, Uncommonly Taught Languages, *Vietnamese, Vocabulary Development
This course provides an introduction to Vietnamese as spoken in South Vietnam. The most basic structural patterns of the language have been introduced along with vocabulary that is considered to be useful for Americans in Vietnam. The course, designed for classroom use, is suitable for self-instructional use with the use of accompanying tape recordings. Each of 12 lessons requires memorization of a basic dialogue and includes brief discussions of new patterns introduced in the lesson. Substitution, transformation, response, expansion, and combination drills are used to help develop conversational fluency. English translation of the Vietnamese script is included. (RL)

ED 055 522 FL 002 671
Disick, Renee S.
Performance Objectives in Foreign-Language Teaching. ERIC Focus Reports on the Teaching of Foreign Languages, Number 25.
American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date 71
Note—9p.
Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (R-25, $.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Behavioral Objectives, Classification, Criterion Referenced Tests, Educational Accountability, Educational Objectives, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Performance Criteria, Performance Specifications, Performance Tests, School Responsibility, Student Evaluation, Taxonomy, *Teaching Methods
This report discusses the nature of performance objectives and how they may be classified. Ways in which performance objectives may be used in improving instruction are elaborated on in sections on: (1) stating subject-matter and higher goals as performance objectives, (2) taxonomic classification of performance objectives, and (3) limitations and advantages of performance objectives. The report focuses on the interrelationship of instructional purpose, student behavior, conditions under which the behavior is to occur, and minimal criteria of acceptable performance. A bibliography is included. (RL)

ED 055 523 FL 002 673
Ulsh, Jack L.
From Spanish to Portuguese.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 71
Note—100p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 4400-1363, $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consonants, *Distinctive Features, *Grammar, Instructional Materials, *Intensive Language Courses, Language Instruction, Modern Languages, Nominals, Phonemics, *Portuguese, Pronunciation, Romance Languages, Second Language Learning, *Spanish, Verbs, Vocabulary, Vowels, Word Recognition
This text is designed for native speakers of American English who have a good command of Spanish and want to acquire a knowledge of Portuguese. The manual focuses on features of Portuguese pronunciation, grammar, and vocabulary that have similar but not always identical counterparts in Spanish. Correspondences which often create interference for the student are pointed out and distinctions are clarified. Recordings are available. Part 1 concentrates on sounds, including the vowels, dipthongs, and consonants. Part 2 emphasizes the grammar, focusing attention on word order, negation, contractions, verbs, and nominals. The final sections contain hints on vocabulary transfer and supplementary pronunciation exercises. (RL)

ED 055 524 FL 002 674
Arbelaez C., Vicente And Others
Spanish: Programmatic Course. Instructor's Manual, Volume 2.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date 70
Note—80p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.75
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Autoinstructional Aids, Grammar, Instructional Materials, *Intensive Language Courses, Language Instruction, Language Programs, Modern Languages, Pattern Drills (Language), *Programed Instruction, *Programed Texts, Pronunciation, Second Language Learning, *Spanish, *Textbooks
This manual accompanies a programmatic text designed for a level-2 Spanish course developed and implemented at the Foreign Service Institute. It contains those portions of the course which have been recorded on tape but which do not appear in printed form in the student's basic text. For the companion documents see ED 022 397, ED 022 399, and FL 002 600. (RL)

ED 055 525 FL 002 676
International Exchange: Leaders for Tomorrow. A Review of U.S. Programs for Foreign Students.
Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
Pub Date Sep 71
Note—60p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (4400-1383, $.45)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, *Counseling Services, Federal Aid, Federal Government, Financial Support, Foreign Student Advisers, *Foreign Students, Guidance Programs, Guidance Services, *International Education, Orientation Materials, *Student Exchange Programs, Student Placement

Programs described in this booklet, the 1970 annual report of the State Department's Bureau of Educational and Cultural Affairs, are indicative of some of the services and opportunities for foreign students studying in the United States. Counseling services available to the foreign students and orientation procedures for incoming students are reviewed. A summary of exchanges and expenditures includes tables on: (1) exchanges with each country, 1949-70, (2) fields of specialization by category of grantee, (3) distribution of grantees in the United States, (4) countries which share costs of exchange, (5) total participants in the program, (6) women grantees as compared to total exchanges, (7) source of funds, fiscal years 1969 and 1970, (8) total funds obligated, fiscal years 1965-70, and (9) expenditures by country, fiscal year 1970. Special sections include reference to leaders abroad who have studied in the United States, 1970 State Department-sponsored programs for foreign students and young leaders, and a profile of the Exchange Program 1970. (RL)

ED 055 526 FL 002 678

Papalia, Anthony Doran, Rodney L.

The Supervisor as a Catalyst for Change: A Comparative Study on the Role of the Foreign Language and Science Supervisors.

Pub Date 12 Oct 71

Note—10p.; Paper presented at the New York State Association of Foreign Language Teachers convention, Kiamesha Lake, N.Y., October 12, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Administrative Principles, Administrator Responsibility, Comparative Analysis, Educational Administration, *Language Teachers, Modern Languages, Questionnaires, School Surveys, Science Departments, Science Supervision, *Science Teachers, Statistical Surveys, *Supervisors, *Supervisory Activities

This survey was designed to determine the academic background, extra salary, released time, duties, and responsibilities of the foreign language and science supervisors employed by the public secondary schools in Western New York and to identify the role they play in the improvement of instruction. More than 70 completed questionnaires serve as the basis of the report. Statistical data for both foreign language and science positions are tabulated in six tables comparing administrative titles, level of responsibilities of the positions, school enrollment and type of leadership, academic degrees and additional credits, and time distribution allotted for supervisory positions. A summary with general recommendations is included. (RL)

ED 055 527 FL 002 679

Guenette, Paul G.

A Challenging Direction for Foreign Languages.

Pub Date 5 Oct 71

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Acculturation, Basic Skills, Cross Cultural Studies, Cultural Context, Curriculum Design, Curriculum Planning, *Educational Objectives, Educational Philosophy, Evaluation, Individualized Instruction, Instructional Program Divisions, Language Instruction, *Language Programs, *Learning Theories, *Modern Languages, Student Interests

This paper suggests a new direction and scope for instruction in existing language programs. The author proposes that language courses become "acculturation" courses which would have as their central educational objective the acculturation of the student into the target culture through language, civilization, and culture study. Learning style is to be marked by self-pacing in skills and interest areas of immediate concern to the learner to assure a continuance of progress in solving problems pertinent to each individual learner. Student evaluation, psychological learning factors, educational objectives, language skills, program requirements, and individualized learning are discussed. (RL)

ED 055 528 FL 002 681

Mayr, Edward Arendt, Jermaine D.

German and Social Studies Consultant, August 1970-June 1971. Final Report.

Minneapolis Public Schools, Minn.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Nov 71

Contract—OEC-6-70-0112-824

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consultants, Cultural Education, Educational Development, Educational Improvement, *German, *Inservice Teacher Education, Instructional Materials, Instructional Program Divisions, Language Instruction, Language Programs, *Material Development, Modern Languages, Secondary Schools, Second Language Learning, *Social Studies

This final report examines the nature and contents of a federally-supported program to improve language and social studies instruction in the secondary schools of Minneapolis through the interaction of the teaching staff and the students with a professional, educational consultant from Germany. General objectives included: developing multi-media units for intermediate level instruction, new junior high school instructional materials, inservice teacher-training in culture and language, and study materials on contemporary Europe; and providing aid to students of social studies in obtaining a better insight into European affairs. The projects carried out are described in terms of: (1) teacher education, (2) development of textbook-related materials, (3) radio program production, (4) teaching units, and (5) other educational materials. An evaluation of the program's general effectiveness and several evaluation forms covering three courses taught by the consultant are included. (RL)

ED 055 529 FL 002 686

Vacation Study Abroad: Vacation Courses and Scholarships. Cours de vacances a l'etranger: Cours et bourses de vacances. Cursos de vacaciones en el extranjero: Cursos y becas de vacaciones.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—R-19

Pub Date 70

Note—93p.

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 ($1.50)

Document Not Available from EDRS.

Descriptors—Colleges, Cultural Education, Foreign Countries, *International Education, International Organizations, International Programs, Language Instruction, *Reference Materials, Scholarships, *Study Abroad, Study Centers, Study Facilities, Summer Institutes, *Summer Programs, Summer Schools, Tourism, Travel, *Universities

This booklet provides information on short courses, seminars, summer schools, scholarships, and travel grants available each year to students, teachers, and other young people and adults planning to study or train abroad during vacations. Study programs for periods longer than three months and short-term activities unlikely to be repeated regularly in the future have not been included. Summer sessions forming part of normal university curricula, as well as courses open only to members of the sponsoring organizations, are usually omitted. The material contained in this booklet is provided by 500 organizations in 54 countries. Information relating to national opportunities is given under the countries in which the national sponsoring organizations are located. For each of the organization and institutes listed, the name and address are followed by a brief description in English, Spanish, or French of the vacation courses and scholarships offered. A trilingual index is provided. (Author/RL)

ED 055 530 FL 002 687

Study Abroad: International Scholarships and Courses. Etudes a L'entranger: Bourses et Cours internationaux. Estudios en el extranjero: Becas y cursos internacionales. 1970-71, 1971-72.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—R-18

Pub Date 69

Note—660p.

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 ($6.00)

Document Not Available from EDRS.

Descriptors—Colleges, Cultural Education, Foreign Countries, *International Education, International Organizations, International Programs, Language Instruction, *Reference Materials, *Scholarships, *Study Abroad, Study Centers, Study Facilities, Tourism, Travel, *Universities

This book provides information on courses, scholarships, and fellowships available to students planning to study abroad primarily during the normal academic year. This volume, the 18th edition of "Study Abroad," provides information for the academic years 1969-70, 1970-71, and 1971-72. It includes the period of the International Education Year and has been enlarged and modified accordingly. This text gives details of international courses that are available to students whether or not financial assistance is provided. The section on scholarships and international courses is arranged according to country and participating institution. A section on the organizations of the United Nations is included. Names and addresses of the institutions are accompanied by program descriptions and information concerning financial costs and scholarships when available. A statistical analysis of students abroad in 1966-67 is included. Information is presented in either English, French, or Spanish. (RL)

ED 055 531 FL 002 690

Mueller, Klaus A. Wiersma, William

The Effects of Language Laboratory Tape Upon Cultural Orientation Scores of Foreign Language Students.

National Federation of Modern Language Teachers Associations.

Pub Date May 67

Note—6p.

Journal Cit—Modern Language Journal; v51 n5 p258-263 May67

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Behavior, Attitudes, Attitude Tests, *College Students, Cultural Awareness, Cultural Education, *Educational Experiments, *Foreign Culture, Language Instruction, *Language Laboratories, Modern Languages, *Psycholinguistics, School Attitudes, Student Attitudes

This report examines one aspect of a broad experiment in language instruction designed and implemented at 10 participating colleges of the Associated Colleges of the Midwest. Two types of language laboratories (recording and nonrecording) are examined to determine the effect of each upon the cultural-orientation scores of the students. The scores of the two laboratory groups are also compared with scores of a precollege control group. The experiment measures students' cultural orientation, i.e., student empathy with foreign people, their form of government, and general acceptance of their ethos. Tests used in the experiment were modifications of those used by Scherer and Wertheimer in their experiments in this area. Concluding remarks focus on statistical procedures used in the analysis of data derived from the tests. (RL)

ED 055 532 FL 002 691

Tonbander fur den Fremdsprachenunterricht: Katalog 3. Bandes magnetiques pour l'enseignement des langues etrangeres: Catalogue 3 (Tape Recordings for Foreign Language Instruction: Catalogue 3).

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Spons Agency—Bern Univ. (Switzerland). Linguistics Inst.

Pub Date 71

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Catalogs, English (Second Language), French, German, *Grammar, *Instructional Materials, Italian, *Language Instruction, *Modern Languages, Phonetics, Phonotape Recordings, Spanish, *Tape Recordings

This catalogue, written in German and French, lists 24 tape recordings of German, French, Italian, English, and Spanish instructional tapes. The contents of the tapes include exercises in grammar and phonetics. Bibliographical data includes author, title, level of instruction, length, price, and source of availability. A brief description of each tape series is provided. (RL)

ED 055 533 FL 002 693
Begin, Yves
Evaluative and Emotional Factors in Learning a Foreign Language.
Pub Date 71
Note—123p.
Available from—Editions Bellarmin, 8100 St. Laurence Blvd., Montreal 11, Quebec, Canada ($2.65)
Document Not Available from EDRS.
Descriptors—Achievement Tests, Affective Behavior, *Affective Tests, Attitudes, Basic Skills, Community Involvement, *Educational Experiments, French, Interests, Language Instruction, Learning Motivation, Modern Languages, Motivation, *Performance Tests, *Second Language Learning, Student Interests, *Teaching Methods

This report of an educational experiment compares the methods and evaluates the results of two instructional approaches to language learning. The "community learning" method, in which emotional factors are believed crucial in the development of the instructional method, and a traditional approach are compared as to their effectiveness in the areas of: speaking, auditory and reading comprehension, motivation, anomie, mastery of logical structures in French, and student attitudes toward French Canada and the study of French. Results reveal that subjects in the experimental group achieve as well as students in the traditional group; however, attitudes and motivation to learn French were significantly improved. This study discusses: (1) related literature, (2) design, procedures, and instruments used in the experiment, (3) results of tests and discussion, (4) individual differences in the appraisals of the learning experience, and (5) conclusions. A bibliography and list of tables are included. (RL)

ED 055 534 24 FL 002 696
Obrecht, Dean H.
A Proposal to Plan and Develop a Sample Set of Drill and Testing Materials, Based on Audio and Visual Environmental and Situational Stimuli, Aimed at Training and Testing in the Creation of Original Utterances by Foreign Language Students at the Secondary and College Levels.
Rochester Univ., N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-5-0912
Pub Date Sep 71
Contract—OEC-6-10-197
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *Educational Experiments, Generative Grammar, *Language Fluency, Language Instruction, Linguistic Competence, *Originality, Secondary Grades, *Second Language Learning, Spanish, Statistical Analysis, Structural Analysis, *Teaching Methods, Test Construction, Verbal Stimuli, Visual Stimuli

This report contrasts the results of a rigidly specified, pattern-oriented approach to learning Spanish with an approach that emphasizes the origination of sentences by the learner in direct response to stimuli. Pretesting and posttesting statistics are presented and conclusions are discussed. The experimental method, which required the student to originate utterances, is believed to come closer to tapping the normal human ability to abstract the rules of grammar from slight and partial evidence. A sample Spanish lesson, a description of slides used for visual stimulus, and examples of the pretest and posttest are provided. (VM)

ED 055 535 FL 002 698
Czech Basic Course: Volume III, Lessons 46-70.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01CX47
Pub Date Sep 71
Note—231p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C., 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, *Basic Skills, *Czech, Form Classes (Languages), *Instructional Materials, *Intensive Language Courses, Modern Languages, *Second Language Learning, Slavic Languages, Verbs, Vocabulary Development

This course in Czech, consisting of 162 lessons in 19 volumes, is designed to train native English Speakers to a level 3 proficiency in comprehension and speaking and level 3 proficiency in reading and writing Czech. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audiolingual methodology. Tapes accompany the texts. Lessons on a wide variety of topics include dialogues and vocabulary lists with English translations. Grammatical content includes the study of various parts of speech, mood, and numerals. (RL)

ED 055 536 FL 002 699
Czech: Introduction to Slovak for Students of Czech.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—01CX47
Pub Date Sep 71
Note—150p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Contrastive Linguistics, Cultural Education, *Czech, Grammar, Indo European Languages, *Instructional Materials, Intensive Language Courses, Language Instruction, Modern Languages, Morphology (Languages), Phonology, *Second Language Learning, Slavic Languages, *Slovenian, Vocabulary

This textbook, prepared by the Defense Language Institute, is designed to acquaint students of Czech with Slovak, a language closely related to Czech. The phonology and morphology of the two languages are briefly compared. Some of the most frequent lexical items differing from Czech are presented. Students are expected to acquire only a passive knowledge of Slovak by familiarizing themselves with the basic differences between the two languages. Major sections include: (1) pronunciation and spelling, (2) grammar, (3) phrases, (4) readings, and (5) dialogues. Illustrations of cultural aspects are included, and a vocabulary list is provided. (RL)

HE

ED 055 537 HE 002 547
Martin, Warren Bryan And Others
Three Education Task Force Papers Prepared for the White House Conference on Youth.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 71
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, Equal Education, *Governance, Higher Education, Models, *Open Enrollment, *Relevance (Education), Secondary Education, *Student Participation

The first paper presented in this publication is "The Relevance of Present Educational Systems" by Warren Bryan Martin. The paper argues that present educational systems are not relevant for the future because they are oriented to the past. It examines: youth perspective on relevance; alternative perspectives of institutional and individual relevance of educational systems; the process of institutional change; the movement from reform to transformation; alternative models for the university of the future; and consequences of both existing and alternative models. The second paper, "Student Participation in Governance," by Harold L. Hodgkinson discusses: the pros and cons of student participation in high school and university governance; the changes that have taken place over the past 10 years, some of the consequences of increased student participation; and different models of student participation. The last paper, "Access and Accommodation in Higher Education," by K. Patricia Cross deals with: the changing philosophies of access; the shift in emphasis from access in the 1960's to accommodation in the 1970's; the limitations of existing educational models; new models of education; and recommendations for policies and programs to institute new educational models, including projections of the effects upon youth and society if the new models are not developed. (AF)

ED 055 538 HE 002 550
Development: A Team Approach.
Council for the Advancement of Small Colleges, Washington, D.C.
Pub Date 71
Note—143p.; Papers presented at the National Institute of the U.S. Office of Education EPDA Institute for In-Service Training for Administrators and Trustees of Small Colleges, Eureka College, Eureka, Ill., August, 1970
Available from—The Council for the Advancement of Small Colleges, One Dupont Circle, N.W., Suite 750, Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Personnel, *Colleges, Community Involvement, *Conference Reports, *Developmental Programs, Financial Support, Higher Education, *Institutes (Training Programs), Planning, Trustees

The papers and transcripts included in this report were presented at the EPDA Institute for in-service training of administrators and trustees of small colleges held at Eureka College, Illinois, in August 1970. The papers included are: "Issues and Problems of the Small Colleges in the Seventies," by Frederic W. Ness; "The Development Function in the Seventies," by A.C. Frantzreb; "Leadership for the Development Program," by R.M. Upton; "The Institutional Planning Process: Academic and Fiscal," by C.M. Alter; "The Ongoing Development Program Versus the Capital Campaign," by W. Gould; "The Case Statement," by H.N. Heston; "Researching the Foundations," by R.M. Witter; "Planning for Government Grants," by A.J. Wiebe; "Local and National Business Community Involvement in the Development Program," by D.P. Watters; "A Parent's Program," by C.C. Nolen; "Church Involvement in the Development Program," by P.E. Sago; "-Prospect Research and Cultivation," by G.T. Smith; "Recruitment and Use of Volunteers," by D. Massey; "Motivation for Financial Support," by J.W. Leslie; "Starting from Scratch: Building a Gift Record System," by G.W. Yenerick; "Evaluating a Development Program," by A.C. Frantzreb; some remarks on a development program by R.J. Voskuyl; and the address by Governor Paul Simon concerning financial problems in higher education. (AF)

ED 055 539 HE 002 566
JIST: January Independent Study Term, 1972, Eisenhower College, Seneca Falls, New York.
Eisenhower Coll., Seneca Falls, N.Y.
Pub Date 71
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Innovation, *General Education, *Higher Education, *Independent Study, *Liberal Arts
Identifiers—*Eisenhower College January Independent Study Term, JIST

The purpose of JIST (January Independent Study Term) at Eisenhower College is to balance the breadth of a true liberal arts education with an annual January period of study in depth. Each student at the College is required to complete 4 JIST's. The projects vary from independent study supervised on a semitutorial basis to group projects involving seminars and laboratory experiences. This document lists the procedures for selection and registration, the project requirements, and the January JIST calendar. The bulk of the document is devoted to a description of the projects that are grouped in the following categories: (1) interdivisional; (2) humanities; (3) science and mathematics; (4) social science; and (5) general projects. (AF)

ED 055 540 HE 002 574
Schmidt, William H.
Survey of Minority Group Participation in the Graduate Programs at Michigan State University.
Michigan State Univ., East Lansing. Center for Urban Affairs.
Report No—RR-1
Pub Date 1 Jun 70
Note—31p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Faculty, *Graduate Students, *Graduate Study, Higher Education, *Minority Groups, *Student Characteristics, Tutoring
Identifiers—*Michigan State University

This report presents the results of a survey that attempted to assess the nature and extent of minority group participation in the graduate programs at Michigan State University for the 1969-70 academic year. Minority group status was defined as membership in 1 of 3 groups: Black American, Mexican American, and Indian American. The number of minority group graduate students in each department is enumerated, and information is presented on: (1) the nature of financial aid offered them; (2) the area of the country from which these students received their most recent degree; (3) how these students came to MSU; and (4) the number of these students who are expected to receive their advanced degree during the 1969-70 academic year. In addition, the report presents data on each graduate department's efforts in recruiting minority group students, the provision of tutorial help when needed, and the number of minority group faculty members in each department. (AF)

ED 055 541 HE 002 575
Biskin, Donald S.
Aanalysis of the 1969-1970 Academic Tutorial Program at Michigan State University.
Michigan State Univ., East Lansing. Center for Urban Affairs.
Pub Date Mar 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *College Freshmen, Counseling, *Educationally Disadvantaged, *Higher Education, Minority Groups, Tutoring
Identifiers—*Michigan State University

This is a report of the tutorial and counseling support programs initiated by the Center for Urban Affairs and Equal Opportunity Programs at Michigan State University during the 1969-70 academic year. The report discusses: (1) the objectives of the program which included improving the student's self-image; (2) the organizational structure of the program's staff which consisted of an education specialist, head counselors, counselors, tutor coordinators, and tutors; (3) the tutorial procedures; and (4) the results of the program. One hundred and eighteen students were tutored in the fall term and 64 in the spring term; 15 were counseled and 5 received both tutoring and counseling. Eighty-two of the students responded to an attitude survey that elicited information on demographic characteristics, perceptions of self and the university, and expectations and results of tutorial program and tutor-tutee relationship. Information was also obtained on their gradepoint averages. The results indicated that a majority of the students believed they had received assistance from the tutorial program; and the students on the average had made substantial gains in their academic achievement. (AF)

ED 055 542 HE 002 578
Characteristics of Freshmen Students at the City University of New York.
University Research Corp., Washington, D.C.
Pub Date 3 Sep 71
Note—9p.; Paper presented at the meeting of the American Psychological Association, Washington, D.C., Sept. 3-7, 1971.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Admission, College Freshmen, Educationally Disadvantaged, *Higher Education, Minority Groups, *Open Enrollment, *Student Characteristics, *Student Opinion
Identifiers—*City University of New York

The American Council on Education, in cooperation with University Research Corporation, has undertaken a major research program involving the City University of New York's (CUNY) open admissions experience. The information presented in this paper is based on: (1) intensive interviews with Open Admissions freshmen; (2) data obtained from Student Information Forms completed by all CUNY freshmen; and (3) national figures abstracted from the ACE publication "National Norms for Entering College Freshmen-Fall 1970." The discussion focuses on the key characteristics in terms of type of high school diploma obtained, political preferences, residency, parental income, highest degree planned, and highest parental education, of (1) white, black, and Puerto Rican Open Admissions freshmen; (2) white, black, and Puerto Rican CUNY freshmen; and (3) students nationally. In addition, the different opinions of white, black, and Puerto Rican CUNY freshmen are discussed on: (1) the desirability of the Open Admissions (OA) policy; (2) OA's effect on CUNY's reputation; (3) using the same standards in awarding degrees; (4) employment of minority teachers; (5) the lowering of academic standards; (6) the need for separate colleges for educationally disadvantaged youth; (7) the effect of OA on encouraging or discouraging students to attend CUNY; and (8) the effect of OA on the students' own plans to attend CUNY. (AF)

ED 055 543 HE 002 579
Top-Quarter Seniors in Virginia Public High Schools; Part I: Post High School Plans by Sex and Type of High School.
Virginia Univ., Charlottesville. Office of Institutional Analysis.
Report No—OIA-7172-184
Pub Date 30 Jul 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Able Students, *College Bound Students, *High School Students, *Planning, *Seniors, *Surveys
Identifiers—*Virginia

This report presents information on the post-high school plans of 13,049 seniors in public high schools of Virginia in May 1970 who were in the top quarter of their class and responded to a survey made by the Research Division of the Virginia State Department of Education. Table 1 presents information of the seniors by sex, type of high school attended (rural or urban), and by type of activity planned after high school: attendance at a 4-year college, attendance at a 2-year college as a terminal program, and no plans to enter college. The second table presents information by sex on the reasons why 1,129 of these students were not continuing their education beyond high school and compares this with similar information provided by 1956 top-quarter seniors. (AF)

ED 055 544 HE 002 580
Lavin, David E.
Open Admissions at CUNY: An Overview of Policy and Research.
City Univ. of New York, N.Y. Herbert H. Lehman Coll.
Pub Date Sep 71
Note—8p.; Paper presented at the meeting of the American Psychological Association, Washington, D.C., Sept. 3-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *College Admission, Disadvantaged Youth, *Higher Education, *Open Enrollment, Remedial Programs, *Research, Special Services
Identifiers—*City University of New York

This paper summarizes the features of the City University of New York's (CUNY) open admissions plan and briefly describes its accompanying research component. Its major features are: (1) a system of 4 and 2 year colleges, with students eligible for the 4-year institutions if their high school average is 80 or better or if they rank in the top half of their class; (2) a system of university-wide testing to avoid the high attrition rates of many open door policies; and (3) the development of a large scale program of supportive services. Research on the program is being conducted by the American Council on Education (ACE) and CUNY. ACE has collected data on numerous variables pertaining to student socioeconomic and demographic characteristics, as well as attitudinal information derived from questionnaires and interviews. Interviews have also been conducted with administrators and some faculty to assess the different ways in which each campus has implemented open admissions. The research will focus on: (1) characteristics of support services most closely associated with attrition rates; (2) components of remedial programs that have the greatest impact on improving skills; and (3) attitudinal and performance changes over the first year. CUNY plans to continue to expand this work, but is facing financial and administrative problems in carrying it out. (AF)

ED 055 545 HE 002 581
Grigorieff, W. W.
1969-70 Oak Ridge Workshops for Faculty and Administrators of Traditionally Negro Institutions.
Oak Ridge Associated Universities, Tenn.
Pub Date Jun 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Educational Improvement, Engineering, *Faculty, Federal Programs, *Negro Colleges, Sciences, *Workshops
Identifiers—*Oak Ridge Associated Universities

The purpose of this report was to review programs carried out by the Oak Ridge Associated Universities (ORAU) during 1969 and 1970 to help design, develop, implement, and evaluate various means for further strengthening traditionally Negro institutions of higher learning. The report summarizes two 4-week summer workshops for faculty members of Black institutions conducted during 1970 in Oak Ridge, and two 1-week workshops for administrators, held concurrently. The purpose of the workshops was to promote greater cognizance of national needs and related government programs through an examination of engineering, the natural sciences, social sciences, and the humanities as individual and collective sources of solutions to specific problems of national concern. An effort was also made to evaluate the relevance of existing governmental programs to scientific and technological capabilities of Negro schools. The report also: (1) traces chronologically the events that led to the 1970 activities and presents the activities and results of the 1969 workshops; (2) briefly discusses the 1970 post- workshop developments and activities; and (3) summarizes the accomplishments of the workshops and presents a projection of the ORAU's future role in activities with, and on behalf of predominantly Black institutions. (AF)

ED 055 546 HE 002 582
The AACRAO Survey of Grading Policies in Member Institutions.
American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.
Pub Date 71
Note—47p.; A Report of the Ad Hoc Committee to Survey Grading Policies in Member Institutions of the American Association of Collegiate Registrars and Admissions Officers
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, *Credit No Credit Grading, *Grades (Scholastic), *Grading, *Higher Education, *Pass Fail Grading, Transfer Policy

The purpose of this survey of the grading policies of the AACRAO member institutions was to determine: (1) the nature and extent of changes from the traditional grading system; (2) practices in accepting transfer students and credits from institutions with nontraditional grading systems; (3) the rate and recency of change in grading systems; and (4) the anticipated nature of grading systems in the near future. The responses to each item in the survey were analyzed by institutional size, control, and type, as well as by regional accreditation areas. Replies were received from 1,301 or 77 percent of the member institutions. The major findings were: (1) about one half the institutions used traditional grading systems; 46 percent indicated that they were using grading systems that combined traditional and nontraditional policies; and 2 percent stated they were using nontraditional systems exclusively; (2) 61 percent of the responding institutions indicated use of the pass-fail, or credit/no-credit grading policy; (3) 31 percent of the institutions accepted credit without question when some, but not all of the grades on the transcript are nontraditional; (4) the rate of major changes in the grading system seemed to be accelerating; and (5) 41 percent predicted that their grading system would become less traditional. (AF)

ED 055 547 HE 002 583
Mortimer, Kenneth P. And Others
Governance and Emerging Values in Higher Education.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Report No—R-12
Pub Date Sep 71
Note—72p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Conflict, Faculty, *Governance, *Higher Education, *Objectives, *Power Structure, Trustees
This document contains 3 articles. The first: "-Governance in Higher Education: Conflict in the Seventies," by Kenneth P. Mortimer, reviews the realignments of authority now underway, including (1) the challenges to traditional authority relationships from external sources, such as governmental intervention, judicial rulings, statewide coordination and planning, and multicampus systems; (2) the challenges from internal sources, such as the demand for greater control by governing boards, the desire for shared authority on the part of the faculty, and the increase in collective negotiations; and (3) the trouble with senates as mechanisms for the implementation of shared authority. The second article "Changing Governance Patterns and the Faculty," by Stanley O. Ikenberry, surveys certain trends in governance, including the demise of the academic mystique, the decline in autonomy, increased standardization of governance procedures and codes, conflict recognition and management, decentralization, and the growing challenge to academic professionalism, and the implications of these for the faculty. In the third article: "-Governance and Institutional Values: What is at Stake?" Lester Anderson discusses whether the type of governance makes a difference to the definitions and goals of higher education. (AF)

ED 055 548 HE 002 586
Pieper, W. C., Jr.
Financial Support for Institutional Research, 1969-70.
Association for Institutional Research.
Pub Date 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Expenditures, *Financial Support, *Higher Education, *Institutional Research, *Surveys
The Association for Institutional Research conducted a survey of all institutions of higher education in the U.S. and Canada in order to assess the number, size, and financial support of institutional research offices. Data were requested for the 1969-70 academic year. This report is based on the responses of 1,444 institutions that returned the questionnaire. Of these, 1,107 or 77 percent did not have an operating institutional research (IR) office and 337 or 23 percent did. Information is presented on: (1) the number of IR offices by size, type, and control of institution; (2) offices scheduled to open during 1970-71 by type and control of institution; (3) state or other central institutional research agencies by type, control, and enrollment size; (4) financial support for IR by type, control, and enrollment size of institution; (5) sources of financial support for IR; (6) wage and salary expenditures for IR; (7) full-time equivalent staff in IR offices; and (8) other areas of expenditures such as computer time, other electronic data processing expense, publication of reports and other documents, and equipment and furniture. The questionnaire and accompanying letter are reproduced in appendix I, while appendix II gives a complete breakdown of the responses by type and control of the institution and by enrollment size. (AF)

ED 055 549 HE 002 587
Survival through Change: A Case Study of a Privately Supported Urban University's Plan to Fight the Budget Squeeze.
Academy for Educational Development, Inc., New York, N.Y.
Pub Date Sep 71
Note—30p.; Prepared by the Management Division
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Case Studies, Community Involvement, Educational Change, *Educational Finance, *Financial Problems, Higher Education, Planning, *Private Colleges, *Urban Universities
This is the case study of a real institution whose newly elected president took some decisive and difficult steps to avert the financial ruin of his institution. A panel was appointed to study the institution's condition and to report on: the options for change that existed; the financial and educational steps that could and should be taken during the next 5 years; and how the action must be taken. The positive actions advocated by the panel fell into 4 interrelated categories: (1) finances, which included: conserving assets, stepping up recruitment of students, more active fund raising, and improving space utilization; (2) the academic program, which included: creating a distinctive urban oriented curriculum, improving faculty productivity; and faculty involvement in trying to solve the problems; (3) management, which included administrative reorganization, and improved planning and leadership; and (4) community involvement, which included an expanded public service role. (AF)

ED 055 550 HE 002 593
Levi, Edward H. And Others
Symposium: Professional Education in the Contemporary University.
Ohio State Univ., Columbus. Coll. of Law.
Pub Date 71
Note—116p.
Journal Cit—Ohio State Law Journal; v32 n2 Spring 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum Development, Higher Education, Institutional Role, *Law Schools, *Professional Continuing Education, *Professional Education, *Symposia, *Universities
This issue of the Ohio State Law Journal is devoted to a symposium on the role of professional education in the contemporary university. The first paper: "The Place of Professional Education in the Life of the University," by Edward H. Levi argues for the need for more professional training in the undergraduate years. The second paper: "The Teaching and Research Missions of the University Professional School," by James C. Kirby, Jr. discusses the need for greater flexibility in legal education and curricular reform, and for more extramural research. The third paper "The Clinical Component in University Professional Education," by William Pincus deals first with clinical education and the university, and second with clinical legal education and the law school. The last paper: "The Role of the Universities in Continuing Professional Education," by Norris Darrell argues that the responsibility for continuing professional education must be shared by the professional associations and the professional educational institutions. Each of the papers is followed by a number of comments. (AF)

ED 055 551 HE 002 596
Allen, J. Stewart
Legal Education in Texas; A Curriculum Study.
Texas Commission on Higher Education.
Pub Date Oct 64
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Faculty, *Law Schools, *Lawyers, Manpower Needs, *Professional Education, Students
Identifiers—*Texas
This report presents an overall picture of legal education available in Texas in 1964. Chapter 1 discusses the history of legal education in the State and reviews the procedures and requirements for being admitted to the Texas Bar. Chapter 2 presents brief descriptions of the faculty, students, curriculum, and facilities of Texas' 3 State supported and 4 independent law schools. Chapter 3 deals with the projected need for lawyers in Texas and presents tables on the number of lawyers per 100,000 population in the other states; and chapter 4 examines the future of legal education in the State. Included in the appendices are lists of faculty in the Texas law schools and their degrees; and statements of the purpose and history of each of the law schools. (AF)

ED 055 552 HE 002 597
Wilson, Charles H., Jr.
Tilton V. Richardson; The Search for Sectarianism in Education.
Association of American Colleges, Washington, D.C.
Pub Date 71
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Church Related Colleges, *Court Litigation, *Federal Aid, Federal Government, *Financial Support, Higher Education, *Supreme Court Litigation
Identifiers—*Tilton versus Richardson
Tilton versus Richardson, the Connecticut Colleges' case, was the first explicit test of the constitutional propriety of federal grants to church related colleges and universities. Specifically the case involved the constitutionality of granting federal funds under the Higher Education Facilities Act to 4 church related colleges in Connecticut. This report presents an interpretation of the June 28, 1971 Supreme Court decision that went 5 to 4 in favor of the colleges. Included are a summary of the legal history that constitutes the background for the June 28 decision, a critical analysis of the decision itself, and an examination of the implications for church related colleges. (AF)

ED 055 553 HE 002 598
Perlman, Daniel H., Comp.
Selected Bibliography on Trustees and Trusteeship, Published since 1955.
Roosevelt Univ., Chicago, Ill.
Pub Date Sep 70
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Governance, *Governing Boards, *Higher Education, *Trustees
This selected bibliography on trustees and trusteeships contains materials published since 1958. It contains 27 references to books and 75 references to journal articles, chapters, conference proceedings, etc. (AF)

ED 055 554 HE 002 599
Perlman, Daniel H., Comp.
Bibliography on the Improvement of Teaching and Learning.
Roosevelt Univ., Chicago, Ill.
Pub Date Jan 70
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Educational Improvement, Educational Innovation, Evaluation, Graduate Study, *Higher Education, Innovation, *Learning, Programed Instruction, *Teaching
This bibliography on the improvement of teaching and learning in higher education was compiled from materials published by the Center for Research and Learning at the University of Michigan. Its 74 references are primarily documents and books published in the 1950's and 1960's, along with a few articles from educational journals. (AF)

ED 055 555 HE 002 600
Use of Contracts with Universities and Other Organizations to Employ Experts and Consultants.
Comptroller General of the U.S., Washington, D.C.
Report No—DOD-B-169457
Pub Date 13 Apr 71
Note—76p.; Report to the Committee on Appropriations, House of Representatives
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Armed Forces, *Contracts, Engineers, *National Defense, *Salaries, Scientists, *Universities, Wages
Identifiers—*Department of Defense
Because the Army has had a series of contracts with Duke University under which the services of scientists were obtained whose pay often exceeded the daily equivalent of the highest GS salary rate, the Chairman of the House Committee on Appropriations requested the GAO to review the Army-Duke contracts, and other contractual arrangements of the military services for employing experts and consultants through outside organizations. Chapter I of the report discusses the authorization for Department of Defense (DOD) contracts with outside agencies. Chapter 2 discusses the Army contracts with Duke University, the services performed by the experts, how the scientists were obtained, the determination of pay rates, and other issues related to payment and fees. Chapter 3 examines the limited use of contracts with outside organizations by the Departments of the Navy and Air Force. Chapter 4 explores the DOD's reasons for using Army-Duke type of contractual arrangements. Chapter 5 deals with the rates paid to all defense-science advisory committee members, which often are not the maximum allowed, whereas, according to Chapter 6, most rates paid by DOD contractors exceeded the authorized rates. (AF)

ED 055 556 HE 002 601
Hall, Eleanor
Attitudes of City University of New York Students Towards Open Admissions.
University Research Corp., Washington, D.C.
Pub Date 3 Sep 71

Note—11p.; Paper presented at the meeting of the American Psychological Association, Washington, D.C., September 3, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission (School), *College Admission, *College Freshmen, Educationally Disadvantaged, Higher Education, *Open Enrollment, *Student Attitudes
Identifiers—*City University of New York
This report examines the attitudes of 1,100 City University of New York (CUNY) freshmen, both Open Admissions (OA) and regular students, towards OA. For the purpose of this study OA freshmen in the senior colleges were those with high school averages below 80; OA freshmen in the transfer program of community colleges were those with averages below 75; and OA freshmen in the career program of community colleges were those with high school averages below 70. The students were asked what they thought of the OA policy; and whether the policy had made a difference in their going to college. The results indicated that student attitudes toward OA were predominantly favorable. Career Students were most favorable, and senior college students the least favorable. Career students were more likely than senior college students to say that OA had made a difference to them. One half of the OA students in senior colleges said that OA had made no difference to them. Among the regular students the most numerous were those for whom OA had made no difference but who were favorable toward OA. (AF)

ED 055 557 HE 002 603
McCarthy, Joseph M.
When Students Rebel: The American Collegiate Experience.
Boston Coll., Chestnut Hill, Mass.
Pub Date Oct 70
Note—28p.; Paper prepared for the 1970 Duquesne History Forum, Pittsburgh, Pennsylvania, October 29-31, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *College Students, *Discipline Policy, *Higher Education, *Historical Reviews
Student unrest has always been a concomitant of student life, going as far back as 1200 and 1229 when students were killed in Paris during town-gown battles. Much of the student unrest in early America was simply a matter of youthful high spirits, though there were some serious cases often involving mass rebellion. The greatest single cause for student rebellion was probably the food situation which caused students at both Harvard and Yale to stage a mass protest. Student grievances were also expressed over the rigid curriculum and harsh disciplinary measures. Unrest in the early days was generally confined to the Ivy League and Southern institutions, and in addition to the rigidity of the discipline, was caused by the influence of social and political flux in the emerging nation, the clash of Southern and Northern life styles (there were many Southern students in Northern institutions), and the failure of the institutions to keep pace with rapid social change. The root causes of contemporary student protest do not differ sharply from those of the earlier period. Eighty-two percent of the disorders in 1964-65 and 66 percent of the disorders in 1967-68 were directed specifically at institutional problems; this was true for Columbia and the Harvard strike. Both in the earlier and present period, rebellions began when use of legitimate channels of expression of dissatisfaction brought no result. (AF)

ED 055 558 HE 002 604
Stevens, Carl M.
The Professors and Collective Action: Which Kind?
Reed Coll., Portland, Oreg.
Pub Date 18 May 71
Note—25p.; Paper presented at the 25th anniversary of the University of Minnesota Industrial Relations Center, May 18, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, Collective Negotiation, *College Faculty, *Faculty, *Governance, *Higher Education, Participation, Salaries
In discussing collective action in college and university government one must avoid making a sharply dichotomous choice: faculty senate versus collective bargaining. Rather, one must think in terms of a variety of governmental forms each of which may feature collectivity and/or bargaining. Faculty members employ collective bargaining methods for a variety of reasons: (1) recognition of the rights of faculty to share authority; and (2) financial exigency, i.e., some protection in case of dismissal or nonrenewal of contract, the possibility of a strike strategy, and as a way to increase salaries. There are at least 2 types of academic collective agreement: (1) the conventional collective agreement, in which the agreement conference itself is regarded as the only decisionmaking body through which the faculty participates in governance; and (2) the procedural agreement, in which the agreement conference is not regarded as the only decisionmaking body through which the faculty shares authority in institutional governance. The substantive content of such an agreement tends to be quite narrow and restricted to salary or related items. This second type is preferable because it uses the collective bargaining form of government as a vehicle for confirming another kind of government: the committees, procedures, etc., included in a properly constituted academic-senate model. The need for these other academic government forms is discussed in this paper. (AF)

ED 055 559 HE 002 605
Report of the Committee on University Teaching Methods.
Her Majestys Stationery Office, London (England).
Pub Date 64
Note—173p.; Reprinted in 1970
Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1 (14 shillings, 6 pence)
Document Not Available from EDRS.
Descriptors—*Foreign Countries, *Higher Education, Student Opinion, *Teaching, *Teaching Methods, Tests, *Undergraduate Study
Identifiers—*Great Britain
This report on university teaching methods takes the view that the main object of an undergraduate course should be the development of a student's capacity to think for himself and to work on his own. From this point of view it examines the effect on undergraduate education not only of the various teaching methods in use in Great Britain, but also of the setting in which this teaching is given and of the examinations to which it leads. The report is based on the responses to 3 questionnaires directed to students and 1 questionnaire directed to faculty. Chapter 1, the introduction, deals with the purpose and objectives of the report and discusses some general considerations. Chapter 2 deals with the structure of degree courses and the University year. Chapter 3 examines the effect of the administrative structure on teaching and supervision. Chapter 4 discusses student life in the university, and Chapter 5 examines how much time students in various categories gave to academic work in a random week. Chapter 6 deals with the opinions of students on the way in which they are taught, and Chapter 7 examines the pros and cons of seminars and tutorials. Chapter 8 discusses the use of practical classes, Chapter 9 deals with examinations, Chapter 10 discusses equipment for teaching in the broadest sense, and Chapter 11 examines university teaching as a matter for training and study. (AF)

ED 055 560 HE 002 606
Iffert, Robert E. Clarke, Betty S.
College Applicants, Entrants, Dropouts.
Report No—OE-54034
Pub Date 65
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Failure, *College Attendance, College Bound Students, *College Students, *Dropouts, Financial Problems, *Freshmen, *Higher Education
This is a report of students who entered as freshmen in the fall of 1956 and the fall of 1957, and of students enrolled at all undergraduate levels during the 1956-57 academic year at 20 institutions of higher education in the U.S. The report discusses: (1) applications, admissions, and registration; (2) admitted applicants who failed to register (no-shows); (3) undergraduate students who discontinued attendance (dropouts); (4) comparative qualifications and characteristics of no-shows, dropouts, and active students; (5) sources of funds for defraying college expenses: family income, student employment, and scholarship assistance; and (6) reactions of active students and dropouts to college experiences. The major findings include: (1) students file a mean of 3.2 applications for admission to college; (2) approximately 85 percent of the admitted applicants enroll in some institution of higher education the same year they apply; (3) about two-thirds of the students admitted to college but not enrolled attribute nonenrollment to financial reasons; and (4) more than 45 percent of the dropouts attribute their withdrawal to academic difficulties. (AF)

ED 055 561 HE 002 607
Russell, Charles H., Comp. And Others
Liberal Education and the Law: A Bibliography.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date [57]
Note—27p.; Institute of Higher Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Curriculum Development, *General Education, Higher Education, *Law Instruction, *Professional Education, Undergraduate Study
This annotated bibliography on liberal education and the law is divided into 5 sections: (1) publications dealing with the general nature of legal practice, the profession, history of law, and the legal profession that are relevant to legal education, and legal education and its history; (2) materials on the subject of the appropriate preliminary education for the study of law; (3) materials that consider the general value of liberal education for the practice of law, and discuss prelegal study and legal study together; (4) materials dealing with the expansion and liberalization of the law curriculum itself; and (5) items that dissent from the endeavors to require liberal prelegal education and the effort to broaden the teaching of law. Within each section, the items are listed by books, periodicals, and reports. (AF)

ED 055 562 HE 002 608
Albany Law School of Union University; Self-Evaluation Report for the Middle States Association of Colleges and Secondary Schools.
Union Univ., Albany, N.Y. Albany Law School.
Pub Date 1 Jan 57
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, *Evaluation, Faculty, Governance, Higher Education, *Law Schools, Objectives, *Self Evaluation, Students
This report on the Albany Law School is organized on a question-answer basis. Part A discusses: (1) the purposes and objectives of the institution; (2) the administrative and faculty organization, faculty and administrator responsibilities, and different institutional policies; and (3) library resources, facilities, and financial situation. Part B deals with: (1) the student body; (2) the curriculum; (3) grading; (4) admissions; (5) faculty background, teaching loads, and evaluation; and (6) outcomes in terms of achieving the objectives the institution has set for itself. The by-laws of Albany Law School, operating statement, and balance sheet as of August 31, 1956, and the 1956-57 budget are included in the appendices. (AF)

ED 055 563 HE 002 609
The College and Cultural Diversity; The Black Student on Campus: A Project Report.
Southern Regional Education Board, Atlanta, Ga.
Pub Date Oct 71
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, Counseling, *Disadvantaged Youth, *Educationally Disadvantaged, *Higher Education, Innovation, *Negro Students, Recruitment, Special Programs, Special Services
The Southern Regional Education Board's Institute for Higher Educational Opportunity asked the presidents of 337 predominantly white colleges and universities in 14 southern states to describe innovative programs which their institutions had developed to assist minority students, and particularly Black students, to enroll and to succeed. They were asked not to report traditional programs in remedial work. Replies describing 460 programs came from more than 100 institutions. This report discusses and summarizes many of these programs under the following headings: (1) recruiting and admissions;

(2) instruction; (3) counseling Services; (4) campus life; and (5) graduate and professional schools. In the appendix several examples of institution-wide planning are reported in some detail to show the many facets involved in comprehensive program design. The appendices also include a report on the Black Studies program experience at New College, and an overview of a conference held April 25-27, 1971, in Atlanta on: "Black Students and the University," by John Egerton. (AF)

ED 055 564 HE 002 615

Durkee, Frank M.

A Study of Legal Manpower Demand and Supply in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Oct 71

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Law Schools, *Lawyers, *Manpower Needs, *Professional Education, *Surveys

Identifiers—*Pennsylvania

This study was directed toward an examination of the legal manpower system and its response to needs in Pennsylvania. Information based on surveys is presented on: (1) lawyer-population ratios by counties, lawyer-area ratios by counties, and lawyer ratios to population and area in the State; (2) legal manpower demand in terms of correlations between lawyers and economic variables, growth in litigation, student demand for legal education, and social demands; (3) legal manpower supply on a national as well as State basis related to the rapid growth of litigation and increased demand for legal services to the poor; (4) projections of legal manpower demand and supply based on projected population, on Pennsylvania gross product, on national lawyer ratio, on Pennsylvania surveys, and in relation to a Bureau of Labor Statistics national projection; and (5) the use of legal assistants. The major finding is that Pennsylvania will require a quantitative and qualitative increase in legal manpower during the 1971-80 period, and that the State's law schools, as presently operating, will be unable to provide the needed supply of legal manpower. (AF)

ED 055 565 HE 002 616

Top-Quarter Seniors in Virginia Public High Schools Spring, 1970; Part II: Selected Achievement Characteristics.

Virginia Univ., Charlottesville. Office of Institutional Analysis.

Report No—OIA-7172-187

Pub Date 4 Aug 71

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Able Students, Academic Achievement, *Achievement, Achievement Tests, College Bound Students, *High School Students, *Seniors, *Surveys

Identifiers—*Virginia

This is the second report on the post high school plans of seniors in the top quarter in public high schools in Virginia in May 1970 who responded to a survey made by the Virginia State Department of education. Post high school plans were: (1) attendance at a 4-year college; (2) attendance at a 2-year college with plans to transfer to a 4-year college; (3) attendance at a 2-year college as a terminal program; and (4) no college plans. Tables 1, 2, and 3 present information on these plans by sex as they are related respectively to SAT Verbal scores, SAT Mathematics scores, and SAT total scores. Table 4 relates post-high school plans with percentile rank in the senior class. (AF)

ED 055 566 HE 002 628

Creager, John A.

The American Graduate Student: A Normative Description.

American Council on Education, Washington, D.C. Office of Research.

Report No—ACE-RR-Vol-6-NO-5-1971

Pub Date 71

Note—339p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Academic Achievement, Degrees (Titles), *Graduate Students, *Higher Education, *National Norms, Student Attitudes, *Student Characteristics, Student Experience, *Surveys

For this normative survey of graduate students, questionnaires were sent to 51,429 students at 158 sample institutions that have graduate programs in academic and technical areas that lead primarily to master's and doctoral degrees. Sixty-six percent or 33,511 returned usable forms. For this survey 3 types of weights were developed: (1) a between-college weight, (2) a within-college weight, and (3) a subject weight. The established ACE survey design was used that: (1) defines and stratifies the population of institutions; (2) samples institutions disproportionately within cells; and (3) samples observation units within these institutions. The tables present information on: (1) demographic and background characteristics, (2) academic progress in terms of degrees and institutions, (3) academic progress and experience, (4) career progress and involvement, (5) attitudes toward higher education and their academic experience, and (6) general and political attitudes and preferences, all by sex and highest degree expected. Other tables present data on percentage distribution among academic disciplines by sex, and on (1) demographic and background characteristics; (2) academic progress in terms of degrees and institutions, and in terms of experience; (3) career progress and involvement; (4) attitudes toward higher education and their academic experience; and (5) general and political attitudes and preferences, all by field of study. (AF)

ED 055 567 HE 002 629

Taylor, Jean Anne M.

Special Report on Women and Graduate Study. Resources for Medical Research Report, Number 13.

National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.

Report No—RR-13

Pub Date Jun 68

Note—99p.; Office of Program Planning and Evaluation

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, *Enrollment, *Females, Financial Support, *Graduate Study, *Health Occupations, Medical Education, Professional Education, Sciences, *Womens Education

This report graphically summarizes the findings of a longitudinal study of 1961 college graduates. The study is based on a probability sample of 41,000 college seniors polled in 135 colleges and universities in 1961. Annual follow-up surveys were conducted in 1962, 1963, and 1964. This report presents information on: (1) the graduate study expectations of women who graduated in 1961 in terms of immediate or later plans, marital status, academic performance, and socioeconomic status; (2) obstacles to graduate study, including reasons for not going to graduate school, and reasons women do not become physicians; (3) leverage factor affecting graduate study, such as measures and conditions considered helpful for increasing the number of women in science and medicine; (4) patterns of graduate enrollment, in terms of expectations versus enrollment, women and graduate enrollment, marital status, academic performance, women's highest degree expectation, and women's choice of career activities; (5) women enrollment, degree expectations, academic performance, training, and career choice in health and science fields; and (6) stipends for women in graduate school, and in the health and science fields, and the effect of financial support on graduate enrollment of women in the health and science fields. (AF)

ED 055 568 HE 002 630

Breneman, David W.

An Economic Theory of Ph.D. Production: The Case at Berkeley.

California Univ., Berkeley. Office of the Vice President - Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—Pap-P-8

Pub Date Jun 70

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Departments, *Doctoral Degrees, *Doctoral Programs, *Graduate Students, Higher Education, Input Output, Models, *School Holding Power, *Theories

It is generally difficult to appraise the efficiency with which resources are allocated in the education industry because the outputs of education are often difficult to measure. This study focuses on one output of the university: the Ph.D. degree and examines the factors that influence the production of that output. The case study was made at the University of California at Berkeley where a wide diversity exists among departments in their efficiency Ph.D. production. Specifically, the study develops and tests an economic theory that explains the extremes in attrition and time to degree in the University's 28 Ph.D. programs. Chapter I deals with the differences in departmental performance in terms of Ph.D. production, and the limitations of earlier research regarding this problem. Chapter II develops the theory of departmental behavior. It presents a theory of graduate student behavior and a theory of faculty motivation. It also examines the relation of faculty objectives to departmental objectives, discusses the factors that enter into the department's objective function, and synthesizes the elements of analysis into a theory that explains departmental differences in pattern and timing of graduate student attrition. (AF)

ED 055 569 HE 002 631

Cordes, David C.

An Introduction to Project PRIME and CAMPUS MINNESOTA. Project PRIME Report, Number 2.

Minnesota Higher Education Coordinating Commission, St. Paul.

Report No—PRIME-2

Pub Date Nov 70

Note—173p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Computer Oriented Programs, *Computers, *Educational Planning, *Higher Education, Models, *Planning, Research, Simulation

Identifiers—*Minnesota University (CAMPUS M)

PRIME is an acronym for Planning Resources in Minnesota Education. The project's primary objective is to test the implementation of CAMPUS (Comprehensive Analytical Methods for Planning University Systems) in one State College, one Junior College, and in one school at the University of Minnesota. The CAMPUS model was developed by the Institute for Policy Analysis in the University of Toronto and through a Ford Foundation grant made available to the public. The latest model, CAMPUS-V, was programmed on an IBM 360/85 computer. CAMPUS-MINNESOTA (CAMPUS-M) is identical to CAMPUS-V except it is operational on the University of Minnesota's CDC 6600 Computer. CAMPUS-M is a resource simulation model with the ability to represent "reality" in considerable detail. This report discusses: (1) the inputs needed for a single course or activity; (2) the process in terms of (a) instruction programs; (b) support programs; and (c) research and public service programs; (3) the 3 major groupings of output: input data reports, cost center reports, and overtime reports; (4) some areas where the model may be a valuable tool for analysis; and (5) the research in progress, including program costing, resource analysis models in higher education, analysis of faculty activities, faculty activity information system, and curriculum cost benefit analysis. Exhibits and input data sheets are included in the report. (AF)

ED 055 570 HE 002 632

Cordes, David C.

Program Costing with the CAMPUS Simulation Model. Project PRIME Report, Number 5.

Minnesota Higher Education Coordinating Commission, St. Paul.

Report No—PRIME-5

Pub Date Jun 71

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Budgeting, *Computer Oriented Programs, Computers, Costs, *Higher Education, Models, Planning, *Program Budgeting, *Program Planning, *Resource Allocations

Identifiers—*Minnesota University (CAMPUS V)

The first section of this report on program costing with the CAMPUS simulation discusses the structuring process of Program Planning and Budgeting (PPB) systems, and emphasizes the ideas, rules, and principles for structuring resource data that have evolved during the 10 years of PPB existence. It also discusses the WICHE-PMS program classification structure

that has been developed to provide a consistent means of identifying and organizing the activities of higher education in a program-oriented manner. The basic issue revolves around whether the grouping of an institution's activities (particularly those related to instruction) into discipline divisions and discipline specialties is a more appropriate output-oriented format than grouping the activities by degrees. The second section: Program Costing and the CAMPUS model describes 4 procedures to handle the conversion of resources from the CAMPUS-V model, and where the resources are developed for departments to an output-oriented format. The 4 processes are: (1) service department process; (2) activity/curriculum process; (3) nonteaching duty process; and academic indirect resources process. (AF)

ED 055 571 HE 002 633
Lorents, Alden C.
Faculty Activity Analysis and Planning Models in Higher Education. Project PRIME Report, Number 6.
Minnesota Higher Education Coordinating Commission, St. Paul.
Report No—PRIME-6
Pub Date Jun 71
Note—350p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Activities, *Computer Oriented Programs, *Data Collection, Faculty, *Higher Education, *Models, *Planning
Identifiers—*Planning Resources in Minnesota Education, Project PRIME
This study was conducted as part of Project PRIME (Planning Resources in Minnesota Education), which is a 1-year project to test implement the CAMPUS simulation model in 3 institutions of higher education in Minnesota. The purpose of this study was to explore a self-sampling method of collecting data on faculty to determine if there were any significant differences between the data collected via sampling and the data collected via estimating. Another purpose of the study was to assess the feasibility of using self-sampling as a method of collecting data. A secondary objective was to develop parameters for Project PRIME. Chapter I deals with the problems facing higher education, the need for planning, planning models and systems, and the role of faculty activity analysis in planning models and systems. Chapter II is a review of the literature relating to faculty activity analysis in the past and is broken down in 3 major categories: (1) defining faculty activities; (2) faculty activity measurement and data collection; and (3) uses of faculty data. Chapter III explains the experiment done as part of this research and describes the population, the self-sampling method, and the category definitions used. Chapter IV summarizes the results of the experiment described in Chapter III; and Chapter V summarizes the study and discusses implications for further research. (AF)

ED 055 572 HE 002 634
Lorents, Alden C.
A Faculty Activity Information Subsystem and CAMPUS-MINNESOTA. Project PRIME Report, Number 7.
Minnesota Higher Education Coordinating Commission, St. Paul.
Report No—PRIME-7
Pub Date Jun 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, Computers, *Faculty, *Higher Education, *Information Systems, Input Output Devices, *Management Information Systems, Planning
Identifiers—*Minnesota University (CAMPUS M)
A university information system should be designed to serve both the transaction processing needs and the information needs of management. This paper includes a chart illustrating the general flow of a system that serves both the transaction data and the planning systems. Faculty data is used for input. The paper describes a sample data base and how it could be used to generate the staff input parameters to CAMPUS. (AF)

ED 055 573 HE 002 635
Cordes, David C.
An Operational Overview of the CAMPUS Simulation Model. Project PRIME Report, Number 8.
Minnesota Higher Education Coordinating Commission, St. Paul.
Report No—PRIME-8
Pub Date Jun 71
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, *Higher Education, *Input Output Devices, *Models, Planning, *Simulation
Identifiers—*CAMPUS V
This report describes the CAMPUS-V, a computer based simulation model with an ability to represent "reality" in considerable detail. CAMPUS is an acronym for Comprehensive Analytical Methods for Planning University Systems, and was developed by the Institute for Policy Analysis in the University of Toronto. This report briefly discusses: (1) the resource data required for each course or activity; (2) the definitions of the terms used; (3) the command structure; and (4) the CAMPUS subroutine calling sequence. The bulk of the report deals in greater detail with the inputs, the process, and the outputs of the 20 subroutines. (AF)

ED 055 574 HE 002 636
Andrew, Gary M.
CAMPUS-MINNESOTA User Information Manual. Project PRIME Report, Number 12.
Minnesota Higher Education Coordinating Commission, St. Paul.
Report No—PRIME-12
Pub Date Jun 71
Note—186p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Oriented Programs, *Higher Education, Input Output Devices, *Manuals, *Models, Planning, *Simulation
Identifiers—*Minnesota University (CAMPUS M)
The purpose of this report is to aid the use of the computer simulation model, CAMPUS-M, in 4 specific areas: (1) the conceptual modeling of the institution; (2) the preparation of machine readable input data; (3) the preparation of simulation and report commands for the model; and (4) the actual running of the program on a CDC 6600 computer. Information is presented on: (1) the background of CAMPUS-MINNESOTA (CAMPUS-M); (2) its purpose and scope; (3) its operational characteristics; (4) the input data specifications for: the cost center structure, the program structure, specialty types, resource combinations, and functional bases for the calculation of indirect resources at a cost center; and (5) output report specifications, including the input data report index, cost center output report index, and overtime report index. (AF)

ED 055 575 HE 002 637
Andrew, Gary M. And Others
Mid-Year Progress Report. Project PRIME Report, Number 14.
Minnesota Higher Education Coordinating Commission, St. Paul.
Report No—PRIME-14
Pub Date Jan 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, *Higher Education, *Models, *Planning, Simulation
Identifiers—*Planning Resources in Minnesota Education, Project PRIME
This report discusses the objectives and progress to date of Project PRIME: Planning Resources in Minnesota Education. These include: (1) testing the CAMPUS model at 3 institutions; (2) training to use the model; (3) developing compatible planning tools; (4) research on program analysis and faculty activities; (5) linking CAMPUS to institutional information systems; and (6) highlighting problem areas requiring further research. The report also lists some additional goals that have arisen since the proposal was made, including documentation, program costing, model changes, and involving other academic organizations in the project; and presents some financial information. (AF)

JC

ED 055 576 JC 710 231
Junior College Staffing 1975-1980.
Illinois State Univ., Normal. Center for Higher Education.
Pub Date Apr 71
Note—55p.; Proceedings of a seminar conducted by the Center for Higher Education, Illinois State University, Normal, April 29-30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, Differentiated Staffs, Faculty, *Instructional Staff, *Junior Colleges, *Manpower Needs, *Personnel Needs, Staff Role, Staff Utilization, Teachers
Anticipated junior college staffing problems for the years 1975 to 1980 were considered and discussed in a seminar setting. Several specific position papers were presented to start the discussion. They covered such topics as: modeling needs for long-term staff planning in the public comprehensive community college; need dimensions for staffing community colleges in the seventies; the who, where, why, and how of staffing community colleges; university programs for the 1970s; and future staff development for community colleges. Following each of the major papers is a selected list of questions and answers representing the actual discussion. Also included is a list of major topics and resolutions coming from smaller, more specialized sub-groups. Reports from the sub-groups, designated for the specialized areas of administration, business, and humanities, were forthcoming. (AL)

ED 055 577 JC 710 232
Lefforge, Orland S.
Inservice Training as an Instrument for Change.
Florida Univ., Gainesville. Inst. of Higher Education.
Pub Date Sep 71
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Inservice Education, *Inservice Teacher Education, Instructional Improvement, *Junior Colleges, Student Teacher Relationship, *Teacher Education, Teacher Evaluation, *Teacher Improvement
This plan for improving community college instruction uses an in-service training program as a primary vehicle for change. The objectives to be achieved are: (1) develop a climate for educational innovation, (2) develop individual initiative in professional growth, (3) coordinate training resources, faculty efforts, and college goals, and (4) increase accountability in use of in-service training resources. These objectives can be achieved only if there is agreement on using in-service training funds for programs with measurable outcomes, finding training with ultimate applicability to student learning, and supporting the instructor in his efforts to seek self-betterment through in-service training. An implementation model based on both program and instructor evaluation is put forth. The "right-to-creative-failure" is stressed as a means of insuring imaginative professional behavior from instructors. Finally, this is related to student desires for what constitutes a "good" and "bad" instructor. In-service training techniques other than the traditional university, hours-of-credit orientation are then explored. (AL)

ED 055 578 JC 710 236
Medsker, Leland L. Tillery, Dale
Breaking the Access Barriers: A Profile of Two-Year Colleges.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—183p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Community Colleges, *Educational History, *Junior Colleges, *Post Secondary Education
This book describes the beginnings and expansion of the institution now known as the community or junior college. It covers the students, their diversity, career plans, ethnic background; the wide range of programs offered; the college's place in urban life; faculty and staff characteristics; control and financial support; and the private or independent college. In conclusion, the book identifies issues presently facing the colleges and offers recommendations for dealing with them. Tables and charts are provided. (HH)

ED 055 579 JC 710 243
Lombardi, John Quimby, Edgar A.
Black Studies in Community Colleges. PREP-26.
National Center for Educational Communication (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PREP-26
Pub Date 71
Note—37p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.212:12059, $0.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, Black Community, *Educational Trends, *Ethnic Studies, *Junior Colleges, Minority Groups, Negro Culture, *Negro Education, Negro History, Negro Leadership, Negro Literature, Negro Role
Identifiers—*Putting Research into Educational Practice (PREP)

An HEW Publication, report no. 26 in the PREP series (Putting Research into Educational Practice) discusses the timely topic of Black Studies. Previously, a survey of the development and implementation of Black Studies in American community colleges was conducted and reported by the same authors in ED 048 851. This PREP report was adapted from the final report and covers the origins and purposes of black studies; curriculum development, practices, and enrollment; suggestions for impementing a black studies program; and continuing issues, e.g., which term--Negro? Afro-American? Black?--is being used to describe the people, courses, and programs associated with black studies; ethnic origins of instructors; student participation in the selection and retention of instructors; course quality; and control of the educational system. A selected bibliography on black studies and related subjects completes the report. (Author/MN)

ED 055 580 JC 710 244
Cohen, Arthur M. And Others
A Constant Variable: New Perspectives on the Community College.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date 71
Note—238p.
Available from—Jossey-Bass, Inc., Publishers, San Francisco, California 94111 ($7.75)
Document Not Available from EDRS.
Descriptors—*African American Studies, Educational Accountability, Educational Objectives, *Faculty Evaluation, *Junior Colleges, *Student Characteristics, *Teaching Methods, Vocational Education

The chapters in this book are: (1) Characterizing the College, describing its historical image and its present condition; (2) Institutional Research, on the institutional constraints on research, a few studies, and the limitations in study design; (3) Characterizing the Faculty, examining their perceptions, values, interests, and attitudes; (4) Faculty Preparation and Evaluation, on their education and experience, orientation, in-service training, and the forms and procedures for evaluating their effectiveness; (5) Students in Review, on dropouts, persisters, transfers, activists, the disadvantaged, and how to understand them and fill their needs; (6) Studying the Students, on the need for classifying students by other than intellectual abilities; (7) What Is Good Teaching?, on objectives and media; (8) Challenging Traditional Concepts in Curriculum, covering special courses for special people, general education, changing trends, and the need for a coherent philosophy; (9) Vocational Education, its fiscal support, attitudes toward it, and alternative futures for it; (10) Black Studies as a Curriculum Catalyst, including availability, politics, aims, content, and evaluation; (11) Just Another School?, pointing out the tensions between the college's social and educational functions and suggesting other institutional forms. The book has an extensive bibliography; its appendix describes the functions of ERIC. (HH)

ED 055 581 JC 710 245
Matthews, James Edward
An Input-Output Study of Selected Community Junior Colleges.
Florida Univ., Gainesville. Inst. of Higher Education.
Pub Date Oct 71
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Educational Accountability, *Educational Finance, *Junior Colleges, *Program Budgeting, *Program Planning
Identifiers—PPBS, Program Planning Budgeting Systems

Recently the public has grown increasingly verbal, through its elected representatives, in demanding some evidence of the effectiveness and efficiency of the institutions of higher education. This has resulted in tighter restrictions on the educational dollar, causing most administrators to look for ways to become efficient as well as effective in operating educational programs. Increasing emphasis on Program Planning and Budgeting Systems (PPBS) as a methodology for analyzing financial needs has forced educators to seek, for the first time, measurable outputs related to the institution's basic purposes. Data from exemplary community colleges were analyzed to: (1) identify and investigate institutional and community input variables, and specified community college output variables, (2) determine relationships between input and output variables, and (3) seek to identify implications of existing relationships. The primary purpose of the study was (1) the identification of significant variables existing in real situations, (2) discovering relationships among the variables, and (3) laying a groundwork for later, more systematic and rigorous testing of hypotheses. Spearman rank order coefficients of correlation were calculated relating each input with each output variable, and the level of significance of each coefficient was determined. A number of conclusions and implications based on the study, are discussed. (AL)

ED 055 582 JC 710 246
Bialek, Hilton M.
The PREP Program at Monterey Peninsula College.
Human Resources Research Organization, Alexandria, Va.
Report No—Hum RRO-PP-10-71
Pub Date Jun 71
Note—12p.; Paper presented at the annual convention of the American Association of Junior Colleges, Washington, D.C., March 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Bound Students, *College Preparation, Group Instruction, *Junior Colleges, *Military Personnel, *Post High School Guidance

This paper is an informal account of the establishment and operation of a U.S. Army Predischarge Education Program (PREP) in which Human Resources Research Organization (HumRRO) aided a junior college in providing high school graduates with significant preparation for college work. PREP is designed for servicemen and women soon to be discharged, who need help and encouragement if they are to take advantage of available education benefits. PREP offers disadvantaged students the opportunity to develop skills and the self-confidence they will need to succeed in higher education and in careers. (Author/MN)

ED 055 583 JC 710 247
Follow-Up Study of Santa Fe Junior College Graduates 1968-1970.
Santa Fe Junior Coll., Gainesville, Fla.
Pub Date Aug 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Graduates, *Followup Studies, *Graduate Surveys, *Junior Colleges, Surveys
Identifiers—*Florida

Characteristics, experiences, attitudes, and present status of 1968-70 Santa Fe Junior College (SFJC) graduates were determined along with existing differences between those now attending school full-time and those not doing so. A questionnaire was mailed to 1202 graduates; 666 (55%) responded. The results concentrate on four areas: demographic information, experiences at SFJC, student attitudes, and present status. Both the present activities of the graduates and how much their Santa Fe experiences contribute to the activities are explored. Regarding the present status of the graduates, 65% are currently attending school as full-time students; of the remaining 35%, most are working full-time. Differences between these two groups exist in the categories of age, marital status, pre-Santa Fe status, method of financing education, number of hours worked per week, type and length of enrollment, understanding of the X grade, and sources of help with student problems. Following a discussion and summary of the results, the paper ends with a list of recommendations suggested by the analyzed data. (Author/AL)

ED 055 584 JC 710 248
The Community Junior College Story.
Arkansas State Dept. of Education, Little Rock.
Pub Date Aug 71
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Campus Planning, *Educational Development, Educational Planning, *Junior Colleges, *Master Plans, Program Development, State Legislation, *Statewide Planning
Identifiers—*Arkansas

This booklet provides a brief description of the community junior college movement in the United States and its progress in Arkansas. Comprehensive community junior colleges traditionally offer two years of university-parallel work plus additional courses in occupational education, continuing education for adults, and community service programs. They also serve the special needs of communities. Programs included in the Arkansas comprehensive community junior colleges are university-parallel, occupational, technical, vocational, adult, community service, and general education. An important part of the total curriculum is a viable and effective guidance and counseling service. The statewide plan for Arkansas community junior colleges began in 1964, setting minimum standards for the establishment of community junior college districts. Four basic criteria must be met to insure adequate site size, sufficient number of students, sound levels of local tax support, and a proper district size to permit students to commute. It is stipulated that no Arkansas community college be permitted to become a 4-year institution and no dormitories be built. Guidelines for developing a junior college are discussed and a long-range plan suggests that eventually every Arkansas county be included; this would bring the opportunity for post-high school education within commuting distance of all state residents. (MN)

ED 055 585 JC 710 249
Brawer, Florence B. And Others
The Relationships Between Functional Potential and Omnibus Personality Inventory Profiles.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date 71
Note—20p.; Paper presented to the California Educational Research Association meeting, San Diego, California, November 20, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Rating Scales, Individual Characteristics, *Junior Colleges, *Personality Assessment, *Student Characteristics, Students, Surveys
Identifiers—Omnibus Personality Inventory, OPI

Functional Potential is a concept stemming from ego psychology that describes the degree to which a subject is able to tolerate ambiguity, delay gratification, exhibit adaptive-flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Here, that concept has been related to the Omnibus Personality Inventory (OPI) scales in a study of several hundred freshmen in three California community colleges. These students responded to a survey that included both personality and demographic items. Responses of subjects were tabulated and rated as having high, medium, and low Functional Potential. The OPI was also administered and profiles based on the mean scores were compared with the three Functional Potential groups. Comparisons were also made on the basis of sex, age, college attendance, and major field of interest, as well as on pre- and post-testing. Certain significant relationships were found between the Functional Potential model and the OPI profiles, suggesting the usefulness of this approach in further investigations of college students. (Author/AL)

ED 055 586 JC 710 250
Connor, Aikin
Community College Enrollment Projections.
American Association of Junior Colleges, Washington, D.C.
Pub Date 71
Note—18p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Enrollment Influences, *Enrollment Projections, *Enrollment Rate, *Enrollment Trends, *Junior Colleges, Student Enrollment

In this discussion of enrollment forecasting for community colleges, a new point of view is expressed. Traditional theory characterizes enrollment as a function of history. The historical approach used such methodologies as: (1) cohort, or percentage of survival, (2) curve-fitting, (3) ratio-method, and (4) correlation-analysis. However, the new perspective outlined in this discussion views enrollment as the product of demands for educational services by the student population, mediated by the operations of the college. Four major process areas are defined and discussed as appropriate to the new enrollment projection method. They are (1) definitions and formulas pertinent to the projection model, (2) outline of appropriate procedures for enrollment forecasting, (3) analysis of current enrollment context, and (4) collection and analysis of necessary institutional and demographic data. The major difficulty in implementing this new method is the quantification of the effects of various limiting and stimulating variables on enrollment. In discussing the four major process areas, an operational definition for each variable is offered and used in a step-by-step procedure illustrating the new principles. Although this treatment of enrollment forecasting is new in relationship to the historical or classical methods, it does not claim to be final or definitive. Rather, it is advanced as an alternative procedure for viewing the problem of enrollment forecasting. (Author/AL)

ED 055 587 JC 710 251
New Directions in Curriculum Study.
American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Pub Date Dec 71
Note—4p.
Journal Cit—Junior College Research Review; v6 n4 Dec 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, *Curriculum, *Curriculum Development, *Curriculum Planning, *Junior Colleges, Research Reviews (Publications)

In a discussion of new directions in curriculum study, alternatives to present patterns have been grouped under: (1) state and national studies, (2) articulation, (3) innovation in curriculum, (4) basic studies, (5) black studies, and (6) vocational education. A summary of major trends in curriculum development uses seven categories: (1) growth of a third major division in the junior college curriculum; (2) greater influence from social-political upheavals; (3) expansion of vocational-technical curriculums; (4) continued innovation; (5) use of instructional objectives in curriculum development; (6) articulation; and (7) evaluation. Statewide and nationwide surveys were concerned with identifying post-secondary needs, classification of courses by transfer, occupational, and comprehensive, and the role of music in the junior college. Articulation planners were recommended to solve the problems of advanced placement, transfer, state planning, and junior college research. Curriculum innovation centered on developing new uses of products commonly associated with educational media. Research into basic studies programs indicated that, now that they had progressed beyond the "-Subject A" course concept, students tended to achieve greater success. Other work showed that, in addition to basic studies, ethnic studies and ethnic problems are becoming a permanent part of the junior college curriculum. At the same time, vocational education has become more work-study oriented. (AL)

ED 055 588 JC 710 253
Cohen, Martin J.
The College of the Whole Earth.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Report No—Topical-Pap-27
Pub Date Oct 71
Note—26p.
Available from—ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, Decentralization, *Educational Improvement, *Experimental Colleges, *Junior Colleges, *Organizational Change, Relevance (Education), *School Community Relationship, School Organization

The College of the Whole Earth proposes a utopian alternative for community colleges to insure personal success of the people in their own community and in the world. A raison d'etre for this approach is shown in mankind's growing realization of the earth's limited resources. A multi-campus community college structure could respond to the new problems revealed by man's greater awareness. Such an institution would increase the relevancy of education to many of today's youth and more deeply involve them in the surrounding community. As such, the community and problems associated with its socio-economic structure would constitute the college's core curriculum. Several information collection and dissemination activities would be basic to the school's programs. They would (1) provide channels for information flow about the community's life and economy, (2) examine alternative ways of solving community problems, (3) examine ways of developing community resources, and (4) stimulate a community information influx from worldwide sources about similar problems. Six staff members are critical to the organization's administration: (1) librarian, (2) technical director, (3) research coordinator, (4) counselor, (5) community coordinator, and (6) general secretary. Instructional/research programs would be time-oriented to four 10-week quarters and would make use of gaming models. (AL)

ED 055 589 JC 710 254
Kerstiens, Gene
The Ombudsman Function of the College Learning Center.
El Camino Coll., Torrance, Calif.
Pub Date 71
Note—10p.; Speech delivered at the Twenty-First Annual Meeting of the National Reading Conference, Tampa, Florida, December 2, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Instructional Materials Centers, *Junior Colleges, *Ombudsmen, Resource Centers, *Student College Relationship, Student Personnel Services
Identifiers—California

Centered on specific definitions of ombudsman and learning center, the use of the college learning center director as an academic ombudsman is explored. In particular, this proposed relationship is based on the learning center's special concern with facilitating student learning and, as such, on becoming an intercessory for clients with academic grievances. The campus ombudsman primarily receives students' complaints, effecting solutions for legitimate grievances. Good learning centers provide all who want to learn with access to available resources at any time in their academic career. Concern with academic survival and association with high-risk students, innovative educational media, and personnel concerned with innovative educational techniques have made the learning center staff ad hoc academic ombudsmen. Learning center personnel are essentially pragmatic and want to help students improve basic skills. Because of their functional role in the campus organization, learning centers become refuges for high-risk and usually disadvantaged students. This student group usually has the greatest number of problems. Current education is highly hardware/software-oriented. Appropriate use of these tools and techniques is best directed by learning center staff. As a result, the learning center staff seem more appropriate as academic ombudsmen than deans of students or departmental deans. (Author/AL)

ED 055 590 JC 710 255
Henning, Michael B.
PERT Application: Formation of an Advisory Committee at the Community College.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advisory Committees, Committees, Community Action, Critical Path Method, *Junior Colleges, Planning, *Program Development, *Program Planning, Sequential Approach, Vocational Development, *Vocational Education
Identifiers—PERT, Program Evaluation and Review Technique

This paper suggests that, before a new occupational program is offered in a community college, an advisory committee be formed to help set standards for equipment and the instructional program. The management device known as Program Evaluation and Review Technique (PERT), would be useful both for the establishment of this advisory committee and for guidance through its subsequent meetings. A PERT network should be developed to cover the time from when the need for a program is felt until the advisory committee and program prospectus are established. This paper presents a model for the application of PERT to the establishment of the advisory committee. Events and the sequence of necessary planning are pinpointed and could easily be applied to actual situations. (MN)

ED 055 591 JC 710 256
Bartelt, Claudia Williams, Phyllis
Relationship of Class Size and Various Cognitive Variables to Academic Achievement.
Pub Date 71
Note—9p.; Paper presented to the California Educational Research Association meeting, San Diego, November 20, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, *Class Size, Educational Research, *Junior Colleges, *Small Classes, *Student Teacher Ratio
Identifiers—California

Professional concern about the possible injurious effects of large classes and personal interest in various cognitive style variables led to this particular research at West Valley College (California). The belief persists among teachers, in spite of objective research, that small classes are better. Here, it was hypothesized that (1) class size might influence academic achievement, and that (2) students assigned to a class size they preferred would do better than those not so assigned; it was also hypothesized that students would do better on their preferred exam type. The effect of cognitive style variables on each other and on academic achievement was also considered. The ultimate aim was to help match particular students with particular classes so that learning could be maximized. The sample used in this study consisted of 250 students enrolled in Introductory Sociology with approximately equal numbers of males and females. All students received large class instruction, but some were also broken into small seminar discussion groups. The same teacher taught both sections. Results were obtained for: (1) Cognitive Style Measures, (2) Class Size, Test Preference and Class Preference, and (3) Cognitive Styles and Achievement. One of the major points these findings suggested was that what a student says he prefers in terms of tests and type of class may have nothing to do with his performance within these areas. Preference appeared to be independent of performance. It may be important, however, to allow teachers to pick the class size they feel most comfortable with. (AL)

LI

ED 055 592 LI 003 146
Price, Douglas S.
Collecting and Reporting Real Costs of Information Systems.
Spons Agency—American Society for Information Science, Washington, D.C. Special Interest Group on Costs, Budgeting and Economics.
Pub Date Nov 71
Note—160p.; (3 References); Paper prepared for the Tutorial Session at the 1971 Annual Meeting of the American Society for Information Science
Available from—American Society for Information Science, Attn: SIG/CBE, 1140 Connecticut Avenue, N. W., Suite 804, Washington, D. C. 20036 ($6.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Budgeting, *Costs, Economics, Information Centers, *Information Services, *Information Systems, Models, Systems Approach, *Unit Costs

This document attempts to provide managers and designers of information systems with a usable, practical "building block" system for unit costing. The model is sufficiently flexible to be applicable to a wide variety of cost control requirements; costing elements include project, product, account, organization and function. Design of the cost system involves knowledge of basic principles and the system reporting formats, product structure and counts, function roles, non-production costs and allocations. The next steps are identification of product lines, tagging cost elements and conducting trial runs. System implementation requires design parameters which reflect human limitations, controls, and staff education and orientation. In forecasting it is equally important to know what not to do as how to do it. The design and installation of the described cost system will produce fringe benefits which themselves almost justify the expenditures. Fourteen appendices provide working tools for system utilization. (AB)

ED 055 593 LI 003 147

Pollitzer, Gustavo A.

Impact of Computers in Argentina, and the Attitude of Private Sectors, the Need for Professional Training, the Universities' Action, What Lies Ahead.

Spons Agency—United Nations, New York, N.Y.
Pub Date [69]
Note—7p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computers, *Computer Science, *Computer Science Education, *Developing Nations, Higher Education, Information Systems, Technical Assistance, *Technological Advancement
Identifiers—*Argentina, United Nations

There is a growing recognition in Argentina for the need of more technological and professional management, administration, operation and planning. Of the 215 computers installed in the country (and growing in number at the rate of 25%, a year) only a few (15%) have university graduates on the staff of analysts who organize their work. Most of the analysts and programmers only have a primary school level of education. A forecast for the next three years indicates that the Argentine universities will have to train 1,300 students in systems analysis and systems engineering. (Author)

ED 055 594 LI 003 148

Lukaszewicz, Leon

Adapting of Computers and the Computer Science.

Spons Agency—United Nations, New York, N.Y.
Pub Date Sep 69
Note—10p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, *Computer Science, *Developing Nations, *Information Dissemination, *Technological Advancement
Identifiers—United Nations

Adapting of computers in less developed countries will soon lead to more advanced applications, necessitating the development of computer application science in these countries. Two examples motivating this need are given. The present international cooperation in computer science is briefly presented, and the way of its future extension, supported by the United Nations is proposed. (Author)

ED 055 595 LI 003 149

Beltran, Sergio F.

Resource Paper on Application of Computers and Computing Techniques to Development, in Developing Countries.

Spons Agency—United Nations, New York, N.Y.
Pub Date Sep 69
Note—103p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computers, *Computer Science, *Developing Nations, Technical Assistance, *Technological Advancement
Identifiers—United Nations

In spite of the lack of specific and properly defined goals and plans about the use of computers for their development, some non-industrialized countries have made substantial advances in this computer usage. In these countries, the number of computers installed ranges from zero to roughly 1 per 200,000 inhabitants. The distribution of these systems among areas of application (business and commercial engineering and scientific, education and training, military and defense), is fairly similar to that observed in advanced countries. The majority of the developing countries have installed computers of varying capacities in some of their higher learning institutions, which is acting as a triggering factor for more and better computer installations. The upper bracket of the industrial, commercial and services enterprises of a substantial part of these countries have installed computer systems. The use of automatic data processing systems has initiated a revolution in management attitudes and techniques. There is, in almost all of the developing countries a strong tendency to increase the use of computers in government operations. (Author)

ED 055 596 LI 003 150

Kesavan, H. K.

Computer Education in a Developing Country.

Spons Agency—United Nations, New York, N.Y.
Pub Date 30 Sep 69
Note—14p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Science Education, *Developing Nations, *Higher Education, *Technical Assistance, Technological Advancement
Identifiers—*India, United Nations

The paper deals with computer education in India at the university level. The principal causes which are inhibiting expansion of educational programmes are first outlined and suggestions offered for achieving a better performance which is entirely feasible within the resources of the nation. The philosophy underlying the paper is that transfer of technology in the computer field, like in many other fields, can only be accomplished when the recipient country designs the proper "-matching impedance" to ensure the transfer to occur from the donor country. The "matching impedance", in this instance, consists mostly of reorganisation of administrative structures of university computer centers and a proper reallocation of existing resources. When these preconditions for growth are established, the universities will be in a position to expand computer education quite rapidly and a concrete proposal is made in order to achieve this goal. The paper concludes with a discussion of the type of assistance that would be necessary to accelerate the process. (Author)

ED 055 597 LI 003 151

Fagbemi, O. J.

Skills in Relation to Educational Background.

Spons Agency—United Nations, New York, N.Y.
Pub Date Jan 70
Note—38p.; (8 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Science, *Computer Science Education, Definitions, Developed Nations, Developing Nations, Educational Background, *Occupational Information, Skills, *Vocational Development
Identifiers—United Nations

This paper details the broad categories of professionals in Computer Sciences and Technology; discusses the required competence in each skill category, suggests ways and means of imparting these types of skill and discusses the part that the U.N. may play in ensuring the transfer of these skills from Developed-to Developing-countries. It then makes suggestions as to ways and means whereby the acquired skills may be continually updated and used for the purpose of development in the developing countries. (Author)

ED 055 598 LI 003 152

Moriguti, Sigeiti

Computer Science Education.

Spons Agency—United Nations, New York, N.Y.
Pub Date [69]
Note—5p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Science Education, *Curriculum Development, *International Organizations, *Technology
Identifiers—Japan, United Nations

Part A contains general comments on various aspects of computer science education, particularly that for the mass. Part B describes some of the concrete examples carried out successfully. (Author)

ED 055 599 LI 003 153

Sadowsky, Manuel

Computing and Education in Argentina, Uruguay and Paraguay.

Spons Agency—United Nations, New York, N.Y.
Pub Date Sep 69
Note—8p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Science Education, *Developing Nations, *Economic Development, International Organizations, *Technology
Identifiers—Latin America, United Nations

Although the report is specifically about Argentina, Uruguay and Paraguay, the considerations presented are valid for all of Latin America. In September, 1969, Argentina had approximately 200 electronic computers. The annual growth is estimated at 15-20% and the implementation of teleprocessing and time-sharing systems have made evident the shortage of personnel. Most of the requirements are being met by ad-hoc courses, held by computer companies. In Uruguay, approximately 20 electronic computers are presently working. There are about 100 students registered in the Computing Science Career curriculum. Paraguay does not, as yet, have a computer, however, a Computer Center has been created with courses in Numerical Analysis, Programming, Operational Research, etc. The shortage of Computer Science teachers makes the multiplication of educational centers impossible. The United Nations could stimulate and aid the installation of Regional Centers of intensive education to train selected students in a short time. Since Spanish is spoken by most Latin American (and understood by Brasilians) the programming of such a project is much easier. (Author/NH)

ED 055 600 LI 003 154

Rajaraman, V.

Computer Science Education in Developing Countries.

Spons Agency—United Nations, New York, N.Y.
Pub Date Sep 69
Note—16p.; (1 Reference); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Science Education, *Curriculum Development, *Developing Nations, Economic Development, International Organizations, *Objectives, *Technology
Identifiers—India, United Nations

The goals of computer science education in a developing country are: (1) to fulfill the manpower needs of computer scientists which would ensure rapid economic advancement of the country, (2) to popularize the use of computers as an integral part of engineering design, (3) to become completely self sufficient in software development and (4) to ensure that computer science plays its vital role in all areas of research and development. To fulfill these goals a broad based computer science education would be required. The educational programs may be divided into the following broad categories: (1) professional programs in computer sciences; (2) continuing education programs for practicing managers, engineers, scientists and teachers; (3) osmosis of computer science into other disciplines and (4) education of computer design and maintenance engineers. The primary role of the computer in accelerating industrial development in developing countries may be fulfilled in part by setting up regional computing centers and attaching them to good universities. (Author/NH)

ED 055 601 LI 003 155
Rodriguez, F. L. T.
The Role of the Private Sector in Applying Computer Technology to the Development of Latin American Countries.
Spons Agency—United Nations, New York, N.Y.
Pub Date Nov 69
Note—7p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Programs, *Computers, *Computer Science, *Computer Science Education, Curriculum Development, Developing Nations, Economic Development, Electronic Data Processing, Industry, *International Organizations, Social Development, *Technology
Identifiers—Latin America, United Nations
The pattern of making use of the data processing (DP) technology in Latin America is divided into four phases; (1) a first phase where a whole generation of machines is practically ignored, (2) a second stage where only small units were employed, (3) a "status quo" where reasonably full use of the available systems is being reached for and (4) a future, more positive, stage when Latin America will actually produce a significant volume of original contributions to the DP industry. Most of the Computer Science curricula currently proliferating in Latin American universities were developed by computer industry professionals, and rely heavily on them for the teaching involved. The use of DP technology in Latin America has progressed to the point that the time-lag between the development of a new methodology abroad and its application in Latin America has been reduced: such management tools as critical-path codes, simulation programmes, information systems, etc., are now being used as soon as they become available. (NH)

ED 055 602 LI 003 156
Bennett, J. M.
Roles of International Organisations: University Aid Programs for the Transfer of Computer Technology.
Spons Agency—United Nations, New York, N.Y.
Pub Date Oct 69
Note—32p.;(2 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, *Computer Science, Developing Nations, Economic Development, Equipment, *International Organizations, International Programs, *Personnel, Social Development, *Technology, *Training
Identifiers—Australia, Southeast Asia, United Nations
The discussion of the contribution Australian universities might make in introducing computer technology to the developing countries draws upon over 20 years of experience with students from Southeast Asia. The results of several studies of the performances of these students both while in Australia and after returning to their own countries have become available. The problem discussed by these students are as relevant to electronic data processing training as to training in other technical fields. Thus the main relevant points are summarized here. The figures show that Asian students do not perform well in comparison with Australians. Possible reasons for this are: language problems, the emphasis on rote learning among Asian students, and differences in cultural backgrounds. On returning home, students are faced with difficulties in trying to exercise their acquired skills because of: changes in the governments' policy and lack of recognition of Australian qualifications. Desirable mechanisms of training include: fostering paired university departments, provision of computing equipment for training, advice in setting up subgraduate and undergraduate training programs, assistance in providing technical literature and provision of computer time to universities without computers. (NH)

ED 055 603 LI 003 157
Olinto, A. C.
Objective Goals and Role of International Agencies in Computer Science Education in Latin America.
Spons Agency—United Nations, New York, N.Y.
Pub Date 69
Note—10p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, *Computer Science Education, *Developing Nations, *Economic Development, Information Science, *International Organizations, *Objectives, *Personnel Needs, Social Development
Identifiers—*Latin America, United Nations
This paper has been written as a contribution to the resolution 2458 adopted at the 23rd session of the United Nations General Assembly entitled "International Cooperation with a view to the use of computers and computations techniques for development." It is written with a view to the Latin American situation, with the hope that the ideas expressed will apply to other undeveloped areas especially regarding the lack of well-trained people at all levels of society. (Author/AB)

ED 055 604 LI 003 158
Gertz, A.
ADP in Government Administration.
Spons Agency—United Nations, New York, N.Y.
Pub Date Sep 69
Note—15p.; (12 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, *Computer Science Education, *Cooperative Programs, *Developing Nations, *Electronic Data Processing, *Government (Administrative Body), Information Needs, Information Networks, International Organizations, Personnel, Technology, Training
Identifiers—United Nations
The organization and promotion of automatic data processing (ADP) in federal, state (or regional) and local government in developing nations requires international assistance and cooperation. At present, there is no comprehensive survey on ADP applications in public administration in various countries and in countries where these applications are known to exist, they do not have validity for the majority of developing countries. Research is vital, and the acceptance of the concept of data banks requires further development to assist interested countries. A master plan is required, and the severe lack of skilled manpower must be remedied. An interdepartmental authority should be established and international cooperation strengthened to assist countries to meet their goals. (AB)

ED 055 605 LI 003 159
Ershov, Andrei P.
On Software Compatibility.
Spons Agency—United Nations, New York, N.Y.
Pub Date [69]
Note—8p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Computers, Computer Science, *Information Science, International Organizations, *International Programs, *Standards, Technology
Identifiers—*Software Compatibility, United Nations
The problem of compatibility of software hampers the development of computer application. One solution lies in standardization of languages, terms, peripherals, operating systems and computer characteristics. (AB)

ED 055 606 LI 003 160
Lions, J. L.
Remarks on Some Scientific Applications of Computers for Development.
Spons Agency—United Nations, New York, N.Y.
Pub Date 20 Nov 69
Note—12p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, *Computers, *Computer Science Education, *Developing Nations, Information Science, International Organizations, *Personnel, *Technology
Identifiers—United Nations
Some suggestions are made on how to solve the main difficulties in problems of education and related questions of computer applications. The general outline is as follows: scientific applications for development, scientific background needed, the main difficulties, the present situation, how to start, how to keep highly trained workers in their country (the most serious problem) and a conclusion. (AB)

ED 055 607 LI 003 161
Rangnekar, Sharu S.
The Role of Private Sector in Applying Computer Technology to Development in Developing Countries.
Spons Agency—United Nations, New York, N.Y.
Pub Date 15 Dec 69
Note—6p.; (0 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computers, Data Bases, *Developing Nations, *Economics, *Family Planning, International Organizations, Private Agencies, Technology, *Unemployment
Identifiers—United Nations
In developing countries, the most important problem faced by the persons who are trying to force the pace of development is often a psychological one. The use of computers has spread in the private sector, public sector companies and government departments. However, propaganda against computers requires reconsideration of the role in developing countries. This paper outlines the following four major problem areas which vitally affect development and where the computer can be used to further development: infra-structure facilities, family planning, unemployment and data banks for economic planning. In developing countries, the future of the private sector is closely linked with the tempo of the development. By utilizing computer resources to assist development, the private sector will not only help the developing country, it will also help in ensuring its own existence and progress. (Author/AB)

ED 055 608 LI 003 162
Friedmann, Efrain
Resource Inventories and Government Planning.
Spons Agency—United Nations, New York, N.Y.
Pub Date Nov 69
Note—7p.; (2 References); Background paper prepared for the United Nations meeting of the Ad Hoc Panel of Experts on Computer Technology held in February 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computers, *Computer Science, Data Bases, *Developing Nations, *Economic Development, Government (Administrative Body), Information Processing, International Organizations, Planning, *Resources
Identifiers—United Nations
Resource inventories are an important part of the data base to be handled in the planning process, both for theoretical analysis and design and for effective implementation. The classes of resources which must be investigated as an essential basis for modern planning include: (1) natural resources, (2) human resources, (3) physical capital and (4) other such as "know-how." With computers, this data base can be organized to serve for long (over 10 years), medium (3-10 years) and short (1-3 years) term planning. At the same time it can serve regional, sectorial and global planning. This organization of the data base is not only the most economical way of getting a return on the investment in data collection, but also the only way to ascertain that the end results of the many processes to which it must be subject are compatible with each other. (Author/NH)

ED 055 609 LI 003 163
The Application of Computer Technology for Development.
United Nations, New York, N.Y. Dept. of Economic and Social Affairs.
Pub Date 71
Note—122p.; (28 References)
Available from—Sales Section, United Nations, New York, N.Y. (E.71.II.A.1 $2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computers, *Computer Science, *Developing Nations, *Economic Development, International Organizations, International Programs, *Social Development

Identifiers—United Nations

At its twenty-third session, the General Assembly adopted resolution 2458(XXII) requesting the Secretary-General to prepare a report giving special consideration to the situation of the developing countries with regard to: (1) the results already obtained and the needs and prospects for the use of electronic computers in accelerating the process of economic and social development; (2) the various forms which international action may take to intensify cooperation in the field of computers and (3) the role the United Nations can play in promoting international cooperation in that field with emphasis on questions concerning the transfer of technology, the training of personnel, and technical equipment. The report is presented in two parts: Part One discusses programs for developing countries and Part Two deals with caveats, barriers and incentives with respect to computer technology for development. The principal conclusions and recommendations drawn from this report are included. (Author/NH)

ED 055 610 24 LI 003 164

Banathy, Bela H. And Others

Design, Development and Validation of a Transportable Instructional System for the Training of Educational Diffusion/Evaluation Personnel. Final Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-0-9049

Pub Date 31 Jul 71

Contract—OEC-0-7-4778(520)

Note—127p.; (30 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Consultants, Course Content, Course Evaluation, Course Objectives, *Educational Programs, *Information Centers, *Information Dissemination, Information Retrieval, Teachers, *Training

Identifiers—*Educational Information Consultants

The planning, design, development and field testing of an instructional system for the training of educational disseminators/evaluators who are named "Educational Information Consultants" is reported. A modular training program is described covering the acquisition of knowledge, skills, and attitudes required to perform effectively in disseminating education information in various settings. Training materials and course sequences are focused on five processes: negotiation of a client's problem, retrieval of Research and Development information, transformation of retrieved information, communication of the above processes, and assessment of effectiveness. Course and performance objectives are presented. This thirty-class-hours training system has been developed and field tested as a self-contained, performance-oriented course containing lesson plans, exercises, readings, media, tests and instructor inputs. Three field tests of the course are described. Results of pretest-posttest comparisons for each of the above processes as well as for the overall course indicate the effectiveness of this training program in educational settings and information centers in preparing educational dissemination personnel. (Author)

ED 055 611 LI 003 165

Mayeda, Tadashi A.

Information in Health Care.

Interuniversity Communications Council (EDUCOM), Boston, Mass.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Report No—RM-1269

Pub Date Jan 69

Note—84p.; (20 References)

Available from—EDUCOM, P.O. Box 364, Rosedale Rd., Princeton, New Jersey 08540 (Members $2.00, Non-members $4.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Health Services, *Information Needs, Information Services, *Information Systems, Information Utilization, *Medicine, *Physicians

Identifiers—*Medical Information Systems

The report stresses the fact that while there is unity in the continuum of medicine, information in health care is markedly different from information in medical education and research. This difference is described as an anomaly in that it appears to deviate in excess of normal variation from needs common to research and education. In substance, the report states that information provided to researchers and educators can be anticipated to a large degree and that this lead time can be used to advantage by publishers, authors, and lecturers. In problems of medical care, the lead time is lacking and the information system must react to inquires after-the-fact. In essence what was good for education and research is not as effective in health care and collateral resources are called in to fill the void. This report calls for an upgrading of directories, compendia, and guides to enable physicians to locate and use information in a severly time-constrained problem environment. It implies that there should be some innovative re-grouping of all types and sources of information to allow the clinician to gain as much from a national network as do the researcher and educator. (Author)

ED 055 612 LI 003 166

Becker, Joseph

Summary of Research Memoranda.

Interuniversity Communications Council (EDUCOM), Boston, Mass.

Spons Agency—Lister Hill National Center for Biomedical Communications, Bethesda, Md.

Pub Date Jan 69

Note—134p.; (40 References)

Available from—EDUCOM, P.O. Box 364, Rosedale Rd., Princeton, New Jersey 08540 (Members $2.00, Non-members $4.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Information Needs, *Information Networks, *Information Services, *Information Systems, *Library Services, *Medicine, Physicians

Identifiers—Biomedical Communications Networks, *Medical Information Systems

The results of research work undertaken by the University of Pittsburg, and the Interuniversity Communications Council (EDUCOM), in behalf of the National Library of Medicine on the general subject of biomedical communications and information networks is summarized. The prinicpal purpose of the project is to explore the potential of the new communications technology for the distribution of medical information to physicians in support of their clinical, research, and educational interests. The research indicated that the world of medical information is a multidimensional problem. Medical information varies not only as a function of the physician's speciality, education, environment, and personal interests, but also as a function of his relationships with his patients and as a function of time. (Author/MM)

ED 055 613 LI 003 167

A Master Technical Plan for the National Mental Retardation Information and Resource Center.

Interuniversity Communications Council (EDUCOM), Boston, Mass.

Spons Agency—President's Committee on Mental Retardation, Washington, D.C.

Pub Date Apr 69

Note—75p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Information Centers, *Information Needs, *Information Systems, *Mental Retardation, National Programs, Planning, *Resource Centers

Identifiers—Medical Information Systems

The Master Technical Plan is divided into the following four main parts: (1) "Indroduction." (2) "A Description of the Proposed National Medical Retardation Information and Resource Center (NMRIRC)," consists of a series of descriptions of how the national center will serve its various organizational and individual constituents. This section explains the technical rationale that led to the construction of the technical plan for the National Medical Retardation Information and Resource Center (NMRIRC); (3) "Master Technical Plan for the NMRIRC." This is intended to be the durable vehicle of design for the eventual national center and also the master planning document for the President's Committee. Once reviewed, corrected, and approved by the President's Committee or the delegated representatives of the Secretary the plan should be the blueprint for the national center; and (4) "Proposed EDUCOM Support of the NMRIRC," includes some historical information on the Interuniversity Communications Council (EDUCOM), a roster of institutional members, a proposed staffing plan, and an estimate of costs for EDUCOM participation. (Author/MM)

ED 055 614 LI 003 168

Price, Bronson Holladay, Doris C.

Library Statistics of Colleges and Universities, Fall 1969; Analytic Report.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—DHEW-72-24

Pub Date 71

Note—93p.; (1 Reference)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.215:15031-69 $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Libraries, Librarians, Library Automation, *Library Collections, Library Cooperation, *Library Expenditures, Library Surveys, Microforms, *Salaries, *University Libraries

Identifiers—*Library Statistics

Based on a survey of college and university libraries conducted in the fall of 1969, this report provides aggregated or summary data for 2,330 libraries or 95.8% of the college and university libraries in the nation. The libraries surveyed accounted for a total expenditure of about $585 million, of which nearly $318 million was paid for salaries and wages of 45,150 staff members. The total holdings of these libraries provided user access to 333 million items of printed, unreduced materials (books, periodicals and other serial titles) and nearly 65 million microform items (microfilms and all other reduced formats). A promising development for improving access to library resources for small institutions is the advent of "joint libraries." A joint library is defined as a combining of library resources of two or more institutions, which serves all the institutions concerned, or the library may serve one whole institution and a branch campus of another institution. The largest expenditure increase (20%) was for books and other library materials, the smallest (14%) was for salaries of the regular staff. (Author/NH)

ED 055 615 LI 003 169

Guide to MEDLARS Services; A Brief Description of the System With Emphasis on the Automated Bibliographic Search Service. Revised.

National Library of Medicine (DHEW), Bethesda, Md.

Report No—DHEW-NIH-72-255

Pub Date Aug 71

Note—35p.; (168 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Automation, Bibliographies, *Computer Programs, Guides, Health Personnel, *Information Retrieval, *Information Systems, *Medical Libraries, Medical Research, National Libraries, *Search Strategies

Identifiers—Index Medicus, *Medical Literature Analysis and Retrieval System, MEDLARS

MEDLARS (Medical Literature Analysis and Retrieval System) a computer-based system is operated at the National Library of Medicine. The principal objective of Medlars is to provide references to the biomedical literature to researchers, clinicians, and other health professionals. This is accomplished through: (1) preparation of citations for publication in "Index Medicus" and "Current Catalog," (2) preparation of recurring bibliographies on specialized subjects of wide interest and (3) preparation of retrospective, one-time bibliographies (demand searches). This guide is designed to assist the user in obtaining a demand search in the area of his interest. Efficient use of this service requires that the potential user understand something about the system as a whole: its contents, the controlled vocabulary, and methods of indexing and updating the files. (Author/NH)

ED 055 616 LI 003 170

Government Depository Libraries; The Present Law Governing Designated Depository Libraries. Revised.

Joint Committee on Printing, Washington, D.C.

Pub Date Apr 71

Note—41p.; (19 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Depository Libraries, *Government Libraries, *Government Publications, *Laws

The law now in force provides for a class of libraries in the United States in which certain Government publications are deposited for the use of the public. The libraries are known in the office of Superintendent of Documents, Government Printing Office, where the distribution is made, as designated depository libraries. Title 44 of the United States Code which is the authority for the operation of the depository program was codified and enacted during the 90th Congress. Sections of title 44 and excerpts from the Statutes at Large affecting the program are appended at the end of this pamphlet. In the revised title 44, simplified language has been substituted for awkward and obsolete terms, and superseded and obsolete statutes were eliminated. The statutes are intended to remain substantively unchanged even through changes in terminology and style have been made by the codification of title 44. (Author)

ED 055 617 LI 003 171

Atkin, Pauline

Bibliography of Use Surveys of Public and Academic Libraries. 1950 - Nov. 1970.

Pub Date 71

Note—84p.; (864 References)

Available from—The Library Association, 7 Ridgmount Street, London WC1E 7AE, England (HC $1.80)

Journal Cit—Library and Information Bulletin; n14 1971

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Bibliographies, *Foreign Countries, Library Associations, Library Services, *Literature Reviews, *Public Libraries, *School Libraries, *Use Studies

Identifiers—*England

Within the public, academic, and school libraries the use of specific types of materials was examined, for example, audio-visual, reference and bibliographic materials and different types of catalogs. The physical layout and arrangement of the libraries, and their influence on use and non-use was also considered. The factors inhibiting the use of libraries include the geographical distribution of users, the location of the library within the community and the educational abilities and literacy levels of the readers. The levels of usage included are: academic - professional and faculty members, postgraduate, undergraduate, research and administrative levels; public - adults and children, student, professional and business; and special provision for handicapped or homebound readers. Information for the bibliography was gathered from a search of the published literature, unpublished materials, material obtained from letters to library schools, and published letters, and relevant published indexing and abstracting services, e.g. "Library and Information Science Abstracts," "Library Literature," and "ERIC." (Author/NH)

ED 055 618 LI 003 172

Roth, Harold L. And Others

Centralized Processing for Indiana Libraries.

Indiana State Library, Indianapolis.

Pub Date Jun 71

Note—56p.; (4 References); Indiana Library Studies, Report 13

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cataloging, *Centralization, *Library Cooperation, *Library Networks, *Library Planning, Library Services, *Library Technical Processes

Identifiers—Centralized Processing, *Indiana

Recommendations are made for further centralization of cataloging and processing for libraries in Indiana. The eventual goal would be to offer such services to all types of libraries in the state, with the exception of special libraries and large university libraries, from several (three to four) regional area processing centers. These in turn would be provided with all cataloging information from one center. The suggested steps for implementation include: (1) Appointment of a Technical Services Advisory Council; (2) Development of standards for cataloging and processing of juvenile materials; (3) Development of a financial pattern for center establishment and maintenance; (4) Choice of a center, development of routines, solicitation of members; (5) Initial production for current juvenile titles; (6) Establishment of cycle ordering procedures for retrospective titles; and (7) Issuance of acquisitions lists as selection aids, especially for nonbook media. (The other 18 volumes in this series of Indiana Libraries Studies are available as ED 044131 through 044145 and ED 046472 through 046474) (Author/MM)

ED 055 619 LI 003 173

Jordan, Alma Rovira, Carmen

Seminar on the Acquisition of Latin American Library Materials (13th, Lawrence, Kansas, June 20-22, 1968). Final Report and Working Papers, Vol. 1.

Organization of American States, Washington, D.C.

Pub Date 69

Note—83p.; (20 References); Reuniones Bibliotecologicas, 16

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*International Organizations, *International Programs, *Library Acquisition, *Library Associations, *Library Materials, Seminars

Identifiers—*Latin America

The Seminars on the Acquisition of Latin American Library Materials (SALALM) which started in 1956 with the meeting of a representative group of librarians and bookmen invited by the University of Florida and the Pan American Union, "to consider the problems involved in finding, buying, and controlling library materials related to Latin America," became incorporated as a membership association of an educational character in January 1968. Documentation for the Thirteenth Seminar consisted of eight working papers, including the annual report by the Secretary on progress, the analysis of significant new acquisitions, and the report on bibliographic activities in and on materials from and about Latin America. These papers are included in volume II. This volume includes summary reports of the seven sessions, the program and resolutions of the seminar, the participants in the seminar, and the seminar committees, 1968-1969. (Volume II of the seminar is available as LI 003174) (Author/NH)

ED 055 620 LI 003 174

Jordan, Alma Rovira, Carmen

Seminar on the Acquisition of Latin American Library Materials (13th, Lawrence, Kansas, June 20-22, 1968). Final Report and Working Papers. Vol. II.

Organization of American States, Washington, D.C.

Pub Date 69

Note—266p.; (1,533 References); Reuniones Bibliotechologicas, 17

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*International Organizations, *International Programs, *Library Acquisition, *Library Associations, *Library Materials, Seminars

Identifiers—*Latin America

The eight working papers used as documentation for the Thirteenth Seminar are included in volume II. They are: (1) "Progress Report on the Seminars on the Acquisition of Latin American Library Materials, 1968;" (2) "Significant Acquisitions of Latin American Material by U.S. Libraries, 1967/68;" (3) "A Report of Bibliographic Activities, 1966-1968;" (4) "Segundo suplemento a las Publiciciones periodicas editadas en el exilio y en existencia en la Biblioteca de la Universidad en Miami;" (5) "-Purchasing Retrospective Materials and Collections from Latin America;" (6) "Undergraduate Collections: Retrospective and Current Titles;" (7) "Preservation of Latin American Retrospective Material in Microform in the Research Libraries of the New York Public Library" and (8) "-Cooperative Cataloging of Latin American Materials." (Volume I of this seminar which includes background information about this organization is available as LI 003173). (Author/NH)

ED 055 621 LI 003 175

Young, Arthur P. And Others

Survey of User Education in New York State Academic Libraries.

Pub Date 6 Oct 71

Note—22p.; (0 References); Paper presented at the New York Library Association annual conference in New York City, October 6, 1971 (College and University Libraries Section session on "User Education in Academic Libraries")

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Libraries, Conference Reports, Junior College Libraries, *Library Instruction, Library Surveys, *School Libraries, *Students, University Libraries, *Use Studies

Identifiers—New York State

The main objective of the survey was to collect and analyze data derived from a pre-selected list of questions pertaining to library user education services/programs, and to ascertain how librarians rate various instructional components. Specifically, the survey questionnarie attempted to identify and to compare current user education activities from their institutional categories -junior colleges, undergraduate schools, and universities. Questionnaire items covered four broad areas of interest: (1) What general instructional services are offered by libraries? (2) What is the extent and arrangement of formal basic and advanced bibliographic instruction? (3) What major difficulties do librarians encounter in planning and implementing their programs? (4) How do librarians rate various instructional components? Eighty-nine percent of the responding librarians concluded that user education is relevant to libraries. A limited profile of instructional services and librarian attitudes toward user education in New York State academic libraries has been produced by this survey investigation. (Author/NH)

ED 055 622 LI 003 176

Barcley, Janet A.

User Analysis of the University of Kentucky Medical Library Health Sciences Information Service.

Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date Sep 71

Note—21p.; (0 References); Papers and Reports, 10

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Information Services, *Library Services, *Medical Libraries, Regional Libraries, Surveys, *University Libraries, *Use Studies

Identifiers—*Kentucky Ohio Michigan Regional Medical Library

The results of a questionnaire sent to the users of the Health Sciences Information Service (H-SIS) at the University of Kentucky are summarized by this report. Several observations were made from the data presented: (1) when a dependable information service is organized it gets used; (2) the number of individuals who report the use of HSIS through their libraries of first contact leads to the belief that a central regional service should be service given to libraries more than to indivuduals; (3) only five individuals responded negatively about the value of HSIS to them; (4) that half the respondents were not physicians indicates that medical library systems have an obligation to make their services accessible to other than physicians; and (5) the respondents' stating that the main value of HSIS is the provision of journal articles indicates that felt needs for access to journal materials are far from met through the existing library organizations. The questionnaire used for the survey is given as Appendix A. (Author/NH)

ED 055 623 LI 003 178

Library System Development and Programming for Change; Working Paper No. 1.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date 25 Jun 71

Note—14p.; (6 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Information Needs, *Innovation, *Library Planning, Management, *Objectives, Organization, *Resource Centers, *University Libraries

Identifiers—Information Transfer, Wayne State University

Points stressed in this paper are: (1) Librarians can only function as professionals within an institution; (2) Every institutional organization's operation can only be understood within a social context; (3) Academic resource libraries are under stress, both financially and functionally, which is expressed by many as a need for innovation; (4) Wayne State University has an administrative and managerial structure that has operated well in the past three decades; (5) Change in organizational structure requires a transfer of information among specialists; (6) There are barriers

to communication which arise from organizational structure and from specialized functions; (7) To effect changes in an organization certain kinds of information transfer are necessary and social scientists have been able to generalize these processes to the point where individuals outside an organization, using these generalized concepts, can cause change to take place within an organization; (8) Within every organization, specialists arrange themselves within certain roles to protect the functioning of the organization; and (9) Although changes can be brought about through the use of knowledge of the specialists within an organization, management techniques for gathering information and effecting change have been developed which are directly applicable to libraries. (Related papers are available as LI 003179, 003180 and 003181) (Author)

ED 055 624 LI 003 179

A New Objective for Development: Working Paper No. 2.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date 71

Note—17p.; (6 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Financial Needs, Information Needs, *Innovation, Library Collections, Library Cooperation, Library Expenditures, *Library Planning, Library Services, Management, *Objectives, Organization, *Resource Centers, *University Libraries

Identifiers—Wayne State University

Some of the situations which exist in the university libraries and are in need of change are discussed in this paper, including: (1) university libraries are tied to the universities' administrative structure; (2) university libraries have a responsibility over which they have little control to alter because of the traditional library administrative structures; (3) the myth that university libraries are to have comprehensive collections which are to everything to everybody has collapsed; (4) dispersion and proliferation of university library collections is not economical; (5) university libraries must examine their processes and organizations to insure that they can respond to changes within their parent organizations and that they can justify their share of expenditure of funds; and (6) university libraries must be prepared to accept and support different objectives and to develop the expertise and specialization which can relate to different communication patterns among librarians, faculties, universities and other institutions. (Related papers are available as LI 003178, 003180 and 003181). (Author/NH)

ED 055 625 LI 003 180

Services Policies for Academic Libraries; Working Paper No. 3.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date 25 Aug 71

Note—46p.; (4 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Innovation, Library Expenditures, *Library Planning, *Library Services, Management, *Objectives, Organization, *Resource Centers, *University Libraries, Use Studies

Identifiers—Wayne State University

The introduction establishes a perspective from which to develop an opinion about library service which may result in a need to redefine what is collected, how it is stored and what expertise should be developed. The available alternatives depend upon whom the services are provided for, how much service is provided and when, that is, who are the library's users. University libraries' users may include: faculty, graduate students, undergraduate students, academic and other university personnel, adjunct faculty, non-registered borrowers, visiting faculty, the general public, and other institutions. Once the users are identified decisions must be made concerning (1) what services to supply from the university library system, (2) what level to supply for each category of user, (3) what services to give in special units of the library system and not in others, (4) what needed services are not provided and (5) what services should be expanded or reduced. Tables 1 and 2 give "lists" of library service policies and "How to use the Inventory Checklist for Evaluating WSU User Services," is appended. (Related papers are available as LI 003178, 003179 and 003181.) (Author/NH)

ED 055 626 LI 003 181

Toward an Assessment of Academic Library Organization Effectiveness; Working Paper No. 4.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date 71

Note—37p.; (6 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cost Effectiveness, Librarians, *Library Planning, Library Services, Library Surveys, Management, Objectives, *Organization, Questionnaires, *Staff Utilization, *University Libraries

Identifiers—Wayne State University

Although library planners, managers, and administrators are beginning to investigate how to assess library organizations, most of these studies are based on an efficiency aspect of only one part of a library operation and even these are obfuscated by those promulgating the efficiency of computers in supplying library services and carrying out library operations. A study of how the Wayne State University (WSU) library staff expend their energies in keeping their organization going is reported in this working paper. The paper is presented in four parts: (1) a review of the general concepts of the methodologies for studying organizational effectiveness; (2) an outline plan for study that might be used at WSU; (3) a description of the first step in data gathering; and (4) a data gathering instrument that all library staff must complete. (Related papers are available as LI 003178, 003179, and 003180). (Author/NH)

ED 055 627 LI 003 182

Buntrock, H.

Survey of the World Agricultural Documentation Services, Draft; Prepared on Behalf of the FAO Panel of Experts on "AGRIS" (International Information System for the Agricultural Sciences and Technology).

Centre for Information and Documentation of the European Communities (CID), Luxembourg.

Spons Agency—United Nations Food and Agriculture Organization, Rome (Italy).

Report No—FAO-DC-AGRIS-1

Pub Date Dec 70

Note—66p.; (10 References)

Available from—Centre for Information and Documentation, European Communities, 29, rue Aldringer, Luxembourg, G.D., Belgium (EUR 4680 e $1.65)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agriculture, Automation, *Documentation, Electronic Data Processing, *Evaluation, *Information Services, *International Programs, Surveys

Identifiers—United Nations

The purpose of the survey was: (1) to evaluate existing agricultural information services and (2) to propose possible frameworks for an improved world-wide agricultural information service. The principal statistical results of the survey are summarized in the following figures which are based on data collected in nearly all instances for the year 1969. A total of 514 secondary agricultural documentation services with a total output of 1.5 million references were analyzed. Of these: 150 issue titles only; 378 issue titles plus abstracts; 237 have subject indexes; 248 have author indexes; 450 produce serially published output; 31 services are mechanized, with machine-readable tape available from 18 services; and 66 services offer a retrieval service. The 10 largest title services issue a total of 360,000 titles per year. The 10 largest abstract services issue a total of 227,000 abstracts. There are 100 card services issuing a total of 348,000 references per year. The services analyzed are published in 50 countries in 22 languages. Appendices 5-17 (a main list displaying condensed, standardized information on each documentation service, and indexes by publishing country, subject, references added per year, etc.) are in microfiche form and are contained in a pocket on the back cover of the original document. Technical considerations preclude making these appendices available from EDRS. (Author/NH)

ED 055 628 LI 003 183

Report of the National Libraries Committee.

Department of Education and Science, London (England).

Report No—Cmnd.-4028

Pub Date Jun 69

Note—335p.; (3 References)

Available from—Pendragon House, Inc., 899 Broadway Ave., Redwood City, Calif. 94063 (HC $5.40 MF $4.00)

Document Not Available from EDRS.

Descriptors—Foreign Countries, Information Needs, Libraries, *Library Planning, *Library Services, Library Surveys, *National Libraries, *Use Studies

Identifiers—United Kingdom

The study was undertaken to examine the functions and organization of the British Museum Library, the National Central Library, the National Lending Library for Science and Technology, and the Science Museum Library in providing national library facilities; to consider whether in the interests of efficiency and economy such facilities should be brought into a unified framework; and to make recommendations. Library services in the context of the nations information system are reviewed in the second chapter. The present role of each of the national institutions dealing with such matters as administration, services, staffing and usage patterns is considered next. The present-day requirements for national library services and an estimate of future demands are examined in Part III. A summary of the main recommendations is given at the beginning of the report, and a complete list with relevant paragraph numbers at the end. The appendices include the results of the surveys carried out at the principal national libraries, together with material which deals with certain topics which are not fully covered in the main body of the report. (Author)

ED 055 629 LI 003 184

Thompson, Stanley R. Garoian, Leon

Types of Computers and Their Use by Agricultural Cooperatives.

Oregon State Univ., Corvallis. Cooperative Extension Service.

Spons Agency—Federal Extension Service (DOA), Washington, D.C.

Report No—SR-329

Pub Date May 71

Note—45p.; (12 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agribusiness, *Computers, *Cooperatives, *Cost Effectiveness, *Farm Management, Management Information Systems

Farmer cooperatives are rapidly adopting the computer as a managerial tool as indicated by their attempts to make greater and more sophisticated use of their computers since their initial installation. This report presents factual data on the popular criticism that many cooperatives are not using the computer to its fullest potential. The report provides general management and individuals responsible for computer installations with criteria that can be used for evaluating their particular computer efforts with that of other agricultural cooperatives. In addition, it provides extension economists with an evaluation of cooperative effectiveness in using the computer for managerial decision making. (Author)

ED 055 630 LI 003 185

Weeks, David C. And Others

Universal Decimal Classification; A Selected Bibliography of UDC Literature.

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Jun 71

Note—36p.; (384 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *Classification, *Library Technical Processes

Identifiers—UDC, *Universal Decimal Classification

The 384 references in this bibliography represent a selection of recent literature (post 1960) on the Universal Decimal Classification (UDC). More selectivity is applied to earlier literature, and only the more significant items, generally of substantial importance, are chosen from publications earlier than 1950. The objective is to assemble a list in English and other languages that would present a well-balanced record of the nature of the UDC as a major ordering system among the established classification systems. Publications of the UDC (full or abridged) individual schedules, and amendments are not included. (Author)

ED 055 631 LI 003 186
Saleemi, A. Hamid
An Assessment of Educational Resources in the Schools of Prince Edward Island.
Prince Edward Island Newstart, Inc., Montague.
Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
Report No—Publ-71-15
Pub Date Aug 71
Note—43p.; (12 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Resources, Information Utilization, *Library Collections, *Library Materials, Library Standards, Library Surveys, Questionnaires, *School Libraries
Identifiers—*Prince Edward Island
The survey is the first comprehensive study of the library and audio-visual services in the schools of Prince Edward Island (PEI). The survey does not include any of the one or two-room schools as they do not have libraries (45% of the schools are one or two-room). The survey considers only the quantitative aspects of library collections and makes no attempt to assess the quality of these book stocks. PEI is currently planning for the consolidation of the school districts. It is unrealistic to bring the libraries of all small schools to a certain standard, however, large schools should not wait for consolidation. At the completion of the consolidation all large and medium schools should receive capital grants to equip them with basic library collections in two to four years. In addition, a minimum annual grant per student and per teacher should be instituted to take care of the annual subscriptions and growth of library materials. (Author)

ED 055 632 LI 003 187
Information and Referral Services: A Training Syllabus; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—42p.; (59 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, *Curriculum Guides, *Evaluation, Information Centers, *Information Services, Manuals, *Objectives, *Older Adults, Referral, Social Services, Staff Improvement, Training
The overall purpose of the information and referral (I & R) staff training program is to develop staff competence in providing the services described and outlined in the operation manuals. Although there is some leeway regarding implementation of the full complement of I & R services, the total service as it is envisaged includes provision of information, referral, follow-up, volunteer escort service and outreach. This manual is divided into the following chapters: (1) The Importance of Staff Training; (2) Purpose and Objectives of I & R Training Program; (3) Methods for Training; (4) Formal Training Program; (5) Training in Addition to Formal Training Program; and (6) Training Evaluation. Appendix A contains the course outline, Appendix B presents sample questions and Appendix C is a bibliography. (Other manuals in this series are available as LI 003188 through LI 003195). (Author/NH)

ED 055 633 LI 003 188
Information and Referral Services: Notes for Managers; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—31p.; (15 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Services, Information Centers, *Information Networks, *Information Services, Management, Manuals, *Objectives, *Older Adults, Referral, Social Services
The Administration on Aging is developing a plan for a nationwide network of information and referral (I & R) Centers to help older people increase their knowledge and awareness of the kinds of services and programs available to them and to provide them with a linkage to these services and programs. This manual, directed toward the information center manager includes these chapters: (1) Why an I & R Center for the Elderly - Some Examples of Problems; (2) What an I & R Center Can Do; (3) Qualities or Characteristics Essential to the Service of an I & R Center; (4) Qualities of an Information and Referral Worker; (5) Areas of Knowledge Needed to Launch an I & R Center; (6) To Set Up Shop; and (7) Work or Time Management to Make Service Feasible. Appendix A is a sample news release form and Appendix B contains supplementary materials. (Other manuals in this series are available as LI 003187, and LI 003189 through LI 003195). (Author/NH)

ED 055 634 LI 003 189
Information and Referral Services: The Resource File; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—67p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, *Filing, Information Centers, *Information Processing, *Information Services, Manuals, *Older Adults, Referral, *Resource Materials, Social Services
A good resource file will enable information and referral (I & R) center personnel to serve requests for information quickly and correctly. This is especially important for centers which are staffed by non-professionals, volunteers, and part-time people. The proper resource file has three important qualities: (1) it is complete (it includes information on all community resources); (2) it is up-to-date (the entries are updated regularly); (3) it is well-organized (its categories and index help the user find what he is looking for, quickly and without wasted effort). This manual discusses the following aspects of resource files: (1) Planning a Resource File; (2) Obtaining Information by Personal Interview; (3) Obtaining Information by Mail; (4) Contacting Private Practitioners; (5) Processing the Information to Create a Resource File; (6) Recruiting Help to Prepare the Resource File; and (7) Keeping the Resource File Current. (Other manuals in this series are available as LI 003187-003188 and LI 003190 through LI 003195). (Author/NH)

ED 055 635 LI 003 190
Information and Referral Services: Interviewing and Information Giving; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—37p.; (5 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, Information Centers, Information Dissemination, *Information Needs, *Information Services, *Interviews, Manuals, *Older Adults, *Referral, Social Services
The specific purpose of interviewing in an information and referral (I & R) Center is to obtain whatever information is necessary about the person's problems in order to link him to the community provision most relevant to it. Chapter 1 in this manual discusses what is involved in interviewing and information-giving in an I & R Center. What takes place in an interview is covered in Chapter 2. Chapter 3 discusses record keeping. If records are properly kept, the basic I & R service can provide important statistical information about the kinds of problems older people have, the extent of their occurrence, plus valuable information about the ability of the community to meet these needs. Appended to this manual are: suggested reading, personal record card and tally sheet. (Other manuals in this series are available as LI 003187-003189 and LI 003191 through LI 003195). (Author/NH)

ED 055 636 LI 003 191
Information and Referral Services: Referral Procedures; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—16p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, *Followup Studies, Information Centers, *Information Needs, *Information Services, Manuals, *Older Adults, *Referral, Social Services
Information-giving limits itself to the simple giving of information while referral represents the hand that assists the client in contacting the service he wishes to reach. In addition to information-giving, referral may include: directing the person to a specific agency, how to get there and whom to see; providing encouragement to the person to contact the agency; making an appointment for the person at the agency; assisting the person in making an appointment with an agency; and escorting the person to the agency. The reasons for referral, the referral process, how much referral to offer, the information needed for referral and the referral card are included in this manual. Appendix A is a referral form. (Other manuals in this series are available as LI 003187-003190 and LI 003192 through LI 003195). (Author/NH)

ED 055 637 LI 003 192
Information and Referral Services: Follow Up; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—12p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, *Followup Studies, Information Centers, *Information Needs, *Information Services, Manuals, *Older Adults, Referral, Social Services
Follow-up seeks to renew contact with a person who has been informed about and/or referred to a service to determine if he has been linked successfully to the service he needs. Thus, follow-up is designed to: get services for people who did not get them the first time; make agencies more accountable for their service, secure planning information which sometimes leads to: advocacy, research studies or new services. Although follow-up can be a time consuming process, it is important because it fulfills the dual purpose of determining whether linkages between people and services have been made and also of monitoring the center's work. After the reasons for linkage failures that are related to the person himself, such as fearfulness, disinterest, physical incapacity, etc. have been followed through, the question becomes what to do about linkage failures resulting from: non-existent services, agency malperformance or non-performance, or restrictive or punitive public policy. This leads to the question of advocacy and its place in the center's program. (Other manuals in this series are available as LI 003187-003191 and LI 003193 through LI 003195). (Author/NH)

ED 055 638 LI 003 193
Information and Referral Services: Volunteer Escort Service; Working Draft.
American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.
Spons Agency—Administration on Aging (D-HEW), Washington, D.C.
Pub Date 28 Feb 71
Note—12p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Services, Information Centers, *Information Services, Manuals, *Older Adults, Referral, Social Services, *Special Services, *Volunteers
When it is necessary for a person to be personally escorted to an agency if he is ever going to get there, the center should consider the use of volunteers for this service. One possible source of volunteer help might be the volunteers who participated in the center's community resources survey. Another source would be organizations that provide volunteer service for older people as part of their ongoing programs. A minimum of five volunteers should be used on a rotating basis in order to make allowances for the volunteer's own schedule as well as illness and family priorities. The matter of reimbursement to the volunteer for mileage and parking expenses should be worked out individually with each volunteer. The information and referral center should keep a file on volunteer escorts including the volunteer's insurance agent, insurance company, address and

phone number. All volunteers should be oriented to the service he is to provide and for the responsibility he is to assume. A volunteer escort service may be a crucial factor in helping the center fulfill its mission of linking people to the services they need. (Other manuals in this series are available as LI 003187-003192 and LI 003194-003195). (Author/NH)

ED 055 639 LI 003 194

Information and Referral Services: The Role of Advocacy; Working Draft.

American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 28 Feb 71

Note—15p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Services, *Individual Needs, Information Centers, *Information Services, Manuals, *Older Adults, Referral, *Social Services, *Special Services

The purpose of advocacy in an information and referral (I & R) center is to obtain service for older people where such service is not now available to them or is non-existent. This is related to the center's mission of linking older people and services together. Advocacy at the case level is concerned with individuals who have not received the services they need. Advocacy at the agency level begins with follow-up that reveals that many older people who have been referred to a particular agency are not being seen by that agency for service. Sometimes advocacy may be necessary at local, state, and national levels in order to bring about changes in public policy that will add new provisions for older people or make existing provisions available to them. The constraints on the use of advocacy in an I & R center described in this manual are summarized as: time, center image, stakes involved, and the possession of certain skills such as writing, speaking, and working with community groups. (Other manuals in this series are available as LI 003187-003193 and LI 003195). (Author/NH)

ED 055 640 LI 003 195

Information and Referral Services: Reaching Out; Working Draft.

American Rehabilitation Foundation, Minneapolis, Minn. Inst. for Interdisciplinary Studies.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 28 Feb 71

Note—67p.; (2 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Services, Information Centers, *Information Services, Manuals, *Older Adults, *Personnel Needs, Referral, Social Services, *Special Services

Chapter 1 discusses what outreach is, why this service is needed and what it can do. Chapter 2, is concerned with outreach personnel including a job description, recruitment, selection, salary, working hours, training and supervision. Chapter 3 covers how to select the outreach service area, making canvassing assignments and pre-canvassing activities. Chapter 4 discusses the activities of the outreach worker, how to interview, and other suggestions for interviewing. Chapter 5 refers to the referral and follow-up processes discussed in the other manuals of this series. (Other manuals in this series are available as LI 003187 through LI 003194). (Author/NH)

ED 055 641 LI 003 197

College Bibliocentre Acquisition and Accounting System Description Manual.

College Bibliocentre, Toronto (Ontario).

Report No—SRS-1-1970

Pub Date Apr 70

Note—23p.; (0 References)

Available from—College Bibliocentre, 20 Railside Rd., Don Mills 400, Ontario, Canada ($.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Accounting, *College Libraries, Library Acquisition, *Library Cooperation, Library Planning, *Library Technical Processes, *Shared Services

Identifiers—*Centralized Processing

The Acquisition and Accounting System is a complex designed to perform all functions in the following areas: (1) ordering; (2) receipt, shipment and cancellation; (3) accounts payable, (4) invoicing, (5) order status, (6) inventory, (7) college budgeting and (8) management information reports. Some of the benefits that accrue from the system are: (1) Quality ordering and centralizing of ordering and accounting procedures produce a considerable savings to the Colleges; (2) The holdings of all participating Colleges are maintained and constantly updated; (3) Simplification of work at the Bibliocentre is achieved by eliminating manual file searches for overdue items and in automatically producing invoices upon notice of a shipment; (4) Once an order has entered the system it cannot be lost or misplaced; (5) Files are both up-to-date and historical; and (6) Accurate controls can be readily maintained; audit trails for checking purposes are prepared as an integral part of the system, so are Bibliocentre and Suppliers' performance data. (Author)

ED 055 642 LI 003 199

Schlessinger, Bernard S., Ed.

Proceedings of the Scientific and Technical Information Seminar (5th, Southern Connecticut State College, New Haven, Connecticut, April 9, 1970).

Spons Agency—Defense Documentation Center, Alexandria, Va.; Olin Corp., New Haven, Conn.; Southern Connecticut State Coll., New Haven.

Pub Date 8 Mar 71

Note—99p.; (3 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Information Centers, Information Needs, Information Retrieval, *Information Science, *Information Systems, Library Research, Library Science, Seminars

Contained in this report are seven of the sixteen papers which resulted from the Seminar. The seven papers are (1) Trends in Informational Operations, (2) Present Status and Future Plans of Government Information Agencies, (3) The Congress and Research and Development, (4) Air Force Systems Commanded Comments on Technical Information Systems, (5) An Industrial Information Retrieval System, (6) The Needs of Information Science and the Training of Information Personnel and (7) Library Science Research at Southern Connecticut State College. Also included are the results of the discussion groups, and a list of organizations registered for the Seminar. (MM)

PS

ED 055 643 PS 002 484

Hall, Vernon C. Caldwell, Edward

Cognitive Synthesis, Conservation and Task Analysis.

Syracuse Univ., N.Y. Dept. of Psychology.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4120

Pub Date [69]

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Processes, *Conservation (Concept), Evaluation, Feedback, *Preschool Children, Readiness, *Task Analysis, Testing

Identifiers—Farnham Diggory Cognitive Synthesis Task

Neurological immaturity, cognitive stages or lack of readiness may be erroneously inferred from young children's task performance. An alternative hypothesis suggests that an inadequate analysis of the criterion task may, in fact, account for children's inability to perform successfully. To support this thesis, investigators examined the four-part Farnham-Diggory cognitive synthesis task (behavioral translations of logographic sentences) used in assessing maturational readiness and correlating positively with conservation. Two validation studies were undertaken and yielded evidence that (1) children succumbed to a response set because feedback and reinforcement were omitted from task administration procedures and (2) children reacted to each individual word in all sentences because some logographic sentences (directions to do something) were ambiguous. Also, an unspecified but mediating variable such as the amount of reading training might be the source of relationships attributed to cognitive synthesis and/or conservation skills. Developmental psychologists are urged to pursue traditional viewpoints which require specification of antecedent conditions when dealing with performance tasks involving young children since traditional research focused more on the capabilities of young children than on their limitations. (WY)

ED 055 644 PS 004 683

Barbrack, Christopher And Others

A Guide for Home Visitors. (Preliminary Draft).

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 70

Note—197p.

Available from—Information Office, DARCEE, Box 151, George Peabody College, Nashville, Tennessee 37203 ($2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Case Studies, Confidentiality, Family Environment, Home Programs, *Home Visits, Low Income, Mothers, Motivation, Objectives, *Parent Education, *Preschool Education, *Teacher Education, Teacher Role, *Teaching Guides, Teaching Techniques

Identifiers—*DARCEE Program

To increase the educability of preschool children from low income homes, the Demonstration and Research Center for Early Education (DARCEE) devised a home visiting program to teach the mother to be an effective teacher of her child at home. The DARCEE guide is intended as one resource to help provide information for persons in training to be home visitors and to help trainees develop skills and attitudes necessary for changing maternal patterns of interaction where necessary. Home conditions that influence learning are discussed. A general description of the DARCEE approach is given along with a detailed record of an entire series of visits to one home. The program sought to involve the mother in community life along with strengthening her skills as a teacher at home. The future of home visiting as a benefit to the home visitor, to the family and to the community is described. References and a glossary of terms are included. Appendix A lists suggested activities for home visits. Appendix B lists a sample unit. (WY)

ED 055 645 PS 004 752

De Francis, Vincent

Protecting the Child Victim of Sex Crimes Committed by Adults. Final Report.

American Humane Association, Denver, Colo. Children's Div.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 69

Note—252p.

Available from—The American Humane Association, Children's Division, P.O. Box 1266, Denver, Colorado 80201 ($4.95)

Document Not Available from EDRS.

Descriptors—Case Studies, Caseworker Approach, *Child Abuse, *Child Welfare, Court Litigation, Demography, Emotional Problems, Family Background, *Family Problems, Legislation, Parent Attitudes, Parent Child Relationship, Police Action, *Sexuality, *Social Problems

This document presents data on the dimensions and severity of the problem of child sex victimization in an effort to arouse community concern for the welfare of these children. Interviews were conducted with 250 families of abused children from New York City. A study was made of the possible damage to mental health and personality development of sexually abused children. Compared were children who had protective social services and those for whom such services were not available. The report includes: (1) the legal classifications of sex crimes, (2) dimensions of the problem (incidence in New York City, characteristics of families, victims, offenders, and disclosure of the offenses), (3) impact of sexual victimization on the child and family, and (4) community response. The core of this project is the presentation of facts demonstrative of the need for legislation and preventive, protective services. (Author/AJ)

ED 055 646 PS 004 756

Child Protective Services: A National Survey. Final Report.

American Humane Association, Denver, Colo. Children's Div.

Pub Date 67
Note—327p.
Available from—The American Humane Association, Children's Division, P.O. Box 1266, Denver, Colorado 80201 ($3.00)
Document Not Available from EDRS.
Descriptors—Administrative Organization, *Child Abuse, *Child Welfare, Legislation, *National Surveys, Policy, Private Agencies, Professional Personnel, Program Improvement, *Questionnaires, State Agencies, *State Programs, Training

This document reports on a nationwide survey to assess the status and availability of Child Protective Services, a specialized child welfare program. Specific objectives of the survey were: (1) to determine what states and communities are currently (1967) engaged in providing protective services to neglected and abused children, (2) to identify the auspices and legal bases of such programs, (3) to assess each program's size and scope, and (4) to evaluate the effectiveness of these programs in meeting actual community needs. The study also analyzes legislation for the mandatory reporting of child abuse cases. Included in the report is a state-by-state review of voluntary and public agency responsibility for child protective services. Discussions encompass legal bases, operational and program policies, staffing patterns, and comparison of services available in all 50 states and territories. (Author/AJ)

ED 055 647 PS 004 759
De Francis, Vincent Oviatt, Boyd
The Status of Child Protection--A National Dilemma.
American Humane Association, Denver, Colo. Children's Div.
Pub Date 71
Note—28p.; Material in this pamphlet was presented to an associate group meeting sponsored by the American Humane Association held in San Francisco, California, May 28, 1968
Available from—The American Humane Association, Children's Division, P.O. Box 1266, Denver, Colorado 80201 ($0.35)
Document Not Available from EDRS.
Descriptors—*Child Abuse, *Child Welfare, Community Cooperation, Legislation, *National Surveys, *Needs, Professional Personnel, State Programs, *Welfare Agencies

A 2-year study reports that one of the most neglected social agencies in the United States today is the Child Protective Services. This specialized area of child welfare is a program which seeks to prevent neglect, abuse and exploitation of children by "reaching out" with social services to stabilize family life. The service is usually initiated on a complaint or referral from sources outside the family. The agency demands special skills in staff and an approach which seeks out the neglecting family to extend services on behalf of children despite initial rejection or resistance by sometimes hostile or disturbed parents. Inadequacies of child protective services are inadequacies in size of staff, budget and time. A second paper in this document argues that public policy must provide for a system of state funding and supervision of protective services and that present methods of providing services must be critically examined. (MK)

ED 055 648 PS 004 762
The Children Are Waiting. The Report of the Early Childhood Development Task Force.
Early Childhood Development Task Force, New York, N.Y.
Pub Date 20 Jun 70
Note—150p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Childhood Needs, *City Wide Programs, Day Care Programs, *Early Childhood, Financial Support, Paraprofessional School Personnel, Physical Facilities, *Preschool Programs, Professional Personnel, *Special Services
Identifiers—New York City, Project Head Start

The Task Force on Early Childhood Development for New York City examined early childhood services and explored the feasibility of establishing an office for early childhood services. This report assesses the effectiveness of early childhood services in meeting the needs of children and their parents and recommends changes in the quantity and quality of programs. Section titles are: A Look at Programs, Parent and Community Involvement, Staffing Qualifications, Expansion of Facilities, Department of Early Childhood Services. Three appendixes present (A) Fact Sheets on Early Childhood Programs, (B) Excerpts from New York City Health Code on Staffing Qualifications, (C) Steps for Establishing a Department of Social Services Group Day Care Center. (WY)

ED 055 649 PS 004 820
Deutsch, Martin And Others
Regional Research and Resource Center in Early Childhood. Final Report.
New York Univ., N.Y. Inst. for Developmental Studies.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 1 Jun 71
Note—172p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *Curriculum, Curriculum Design, Disadvantaged Youth, *Elementary Grades, *Enrichment Programs, Evaluation Techniques, Individualized Instruction, *Kindergarten, Longitudinal Studies, Parent Participation, *Preschool Programs, Test Results, Tests

The Institute for Developmental Studies (IDS) program has evolved into a comprehensive 5-year enrichment curriculum running from prekindergarten through third grade. The academic progress of both IDS and control children was monitored over the 5-year period by administration of standardized tests and special tests developed for the program. Observational procedures were also used. Findings indicate that IDS children who experienced 5 years of enrichment generally outperformed control children on a number of measures of ability and achievement and appeared to maintain much of their early enrichment advantages over their controls. On those measures where rote memory or mechanical operations were extremely important, there were no significant differences between groups. The more effective elements of the curriculum appeared to be those that were both cognitively and linguistically based. Twenty-four tables of descriptive data are interspersed within the text. A separate appendix lists 51 tables of statistical analysis. Specific information about the essentials of the IDS math-science program and daily logs from kindergarten and prekindergarten are also included. (Author/WY)

ED 055 650 PS 004 881
Project Head Start 1968: The Development of a Program.
Office of Child Development (DHEW), Washington, D.C.
Pub Date Oct 70
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Compensatory Education Programs, Demography, Family Background, *Federal Programs, Health Services, Instructional Staff, Nutrition, Parent Participation, Physical Facilities, *Preschool Programs, *Program Descriptions, Psychological Services, Social Services
Identifiers—*Project Head Start

This profile of Project Head Start as it was in 1968 is based on data compiled from Bureau of the Census surveys. The sample involved 5 percent of the children and their families in the full year program and 1 percent in summer Head Start. Approximately 1 out of every 4 classes in the full year and 1 out of every 20 classes in the summer program participated in this study. The report depicts the variety of children and their families being served, Head Start centers and their program components, and the characteristics of participating staff. Comments and recommendations have been built into the presentation of the data. A summary follows at the end of each section highlighting key aspects of the data considered relevant for program planning purposes. In the discussion of program components, reference is made to the program guidelines and activities to provide the reader with a framework for interpretation of the data. (Author/AJ)

ED 055 651 PS 004 913
A National Program for Comprehensive Child Welfare Services: A Statement Prepared by the Committee on Public-Voluntary Agency Relationships, Child Welfare League of America.
Child Welfare League of America, Inc., New York, N.Y.
Pub Date 71
Note—55p.
Available from—Child Welfare League of America, 67 Irving Place, New York, NY 10003 ($2.00)
Document Not Available from EDRS.
Descriptors—*Child Welfare, Financial Support, Government Role, *National Programs, *Objectives, Planning, Policy Formation, *Social Responsibility, *Welfare Services

A national program to achieve comprehensive child welfare services of high quality in every community (universally available and equally accessible to all children and parents as their legally enforceable right) is proposed in this statement. The proposal is based upon the premise that children have certain rights and that society must make multiple provisions to ensure fulfillment of these rights. Such a program is viewed as an integral part of a national social service program, and as one segment of a more comprehensive national program for children, families and communities, to which the country must commit itself if the rights of children are to be safeguarded and fulfilled. Specifically, the statement deals with the relationship of government and the private sector in ensuring the fulfillment of children's rights through a system of child welfare services; with the roles of government, public and voluntary social agencies and others in the private sector in providing these services; and with planning and financing of child welfare services. (Author)

ED 055 652 PS 004 915
Harris, Elizabeth Stith, Marjorie
Opinions and Attitudes of Head Start Trainees Toward Poverty and Prejudice.
Kansas State Univ., Manhattan.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.
Pub Date 71
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, *Bias, Disadvantaged Groups, *Economic Disadvantagement, Group Discussion, Interviews, Low Income, Racial Factors, *Trainees, Trainers
Identifiers—Operation Head Start Workers Attitude Scale, *Project Head Start

The purposes of this study were to determine opinions and attitudes of selected Head Start trainees toward poverty, prejudice and disadvantaged families, and whether attitudes differed among trainees. The 62 subjects were trainees (ranging in age from 19 to 69 years) who attended one of three 8-week training sessions conducted by the Department of Family and Child Development at Kansas State University in 1966. Data sources were an information checklist, and attitude scale, and opinions expressed in an essay and in informal group discussions. Study findings showed that the Head Start trainees' opinions about poverty, prejudice and disadvantaged families varied widely. Race, education and occupation appeared to be the most important indicators of these opinions and attitudes. This study points out the need for training staff personnel to understand and accept opinions and attitudes of trainees who participate in programs sponsored by the Office of Economic Opportunity. In order to effectively teach, the training personnel need to help trainees start where they are in the learning process. (Author/MK)

ED 055 653 PS 004 932
Tizard, Barbara Joseph, Anne
Cognitive Development of Young Children in Residential Care: A Study of Children Aged 24-Months.
London Univ. (England). Inst. of Education.
Pub Date [70]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, *Fear, Institutional Environment, *Preschool Children, *Residential Care, *Retardation, Social Development, Verbal Ability
Identifiers—Cattell Infant Intelligence Scale, Rheingold Scale

The cognitive development of 30 24-month-old children who had entered residential care before the age of four months was compared with that of 30 working class children matched for age and sex who were living at home in London. Before testing, the children's fear of strangers was rated in a standardized situation. The mean mental age

of the residential nursery children was 22 months. Also in a play situation., these children vocalized less than the home children. The inferior performance of the residential children is discussed in terms of their nursery environment, their genetic potential and their limited experience with strangers. (Author/WY)

ED 055 654 PS 004 933

Todays Foundlings: A Survey of Young Children Admitted to the Care of Voluntary Societies in England.

London Univ. (England). Inst. of Education.

Pub Date [70]

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adopted Children, Age Differences, Caucasians, *Child Care, *Foster Children, Illegitimate Births, Negroes, Sex Differences, *Voluntary Agencies

Identifiers—*England

This survey was undertaken to provide information about the fate of young children (0-5 years) admitted to the care of voluntary societies. Data, collected from the files of three large voluntary societies, included information about all children admitted in 1962, 1963 and 1964. The movements of the children were followed until December 1968. None of the children had been received into care with the aim of adoption. By 1968, 37%-46% of the children were restored to mothers and relatives (percents vary with race and reason for admittance). Half of the children placed in foster care were adopted by foster parents. Between 1/4 and 1/3 of the total population would probably have to grow up in a child welfare institution. Predictions based on information from the survey indicate that infants over six months old, boys and colored children are less likely to be either adopted or restored. In recent years, a different pattern in the number and age concentration of admissions has occurred, thereby rendering results of this survey partially outdated. However, colored children continue to be the most difficult to place. Expansion of preventive services is presently being undertaken to reduce the number of young children admitted to residential care. (WY)

ED 055 655 PS 004 934

Pre-School Children in Residential Care: Report on Work Carried Out Up to December 1969.

London Univ. (England). Inst. of Education.

Pub Date [70]

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adopted Children, *Child Development, Emotional Development, Environmental Influences, Family Influence, Females, Foster Children, Language Development, Males, *Preschool Children, Racial Factors, *Residential Care, Staff Role, *Statistical Data, *Voluntary Agencies

Four brief project reports present aspects of child care provided by voluntary societies in England: (1) A statistical survey describes the characteristics of young children (0-5 years) admitted to the care of voluntary societies and the factors associated with the early restoration of some children to their parents, and the lengthy stay in care of others. (2) A study of 2-year-olds in residential nurseries compared development of children who had spent most of their lives in residential care with working class children living at home. (3) Language development of residential nursery children (2-5 years) was examined using verbal and nonverbal tests to determine presence and degree of language retardation. (4) An observational study of residential nurseries attempted to assess the manner in which specific aspects of the children's environment affected their psychological development. Emphasis was placed on comparison of the speech and actions of staff in different types of nurseries. A short discussion follows each report and specifies outcomes and conclusions. (WY)

ED 055 656 PS 005 027

Steinfeld, Jesse L.

The Surgeon General's Policy Statement on Medical Aspects of Childhood Lead Poisoning.

Public Health Service (DHEW), Washington, D.C.

Pub Date Aug 71

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Programs, Diagnostic Tests, *Early Childhood, Environmental Influences, *Health Needs, Medical Services, Medical Treatment, *Public Health, *Public Policy

Identifiers—*Lead Poisoning

This document is a policy statement written by the Bureau of Community Environmental Management and approved by the Surgeon General of the U.S. Public Health Service. Its purpose is to assist in the development and implementation of programs for the control of lead poisoning in children. Information included covers the medical aspects of detection, treatment and follow-up. Suggestions are given for the removal of lead hazards and for the reporting of lead adsorption. A listing of the addresses and telephone numbers of the 10 regional representatives of the Bureau of Community Environmental Management is provided for obtaining consultation and guidance in developing community programs. (AJ)

ED 055 657 PS 005 032

Curran, Joseph R. Jordan, John W.

The KLH Experience: An Evaluative Report of Day Care in Action at the KLH Child Development Center Cambridge, Massachusetts.

Pub Date 70

Note—145p.

Available from—KLH Child Development Center, Inc., 38 Landsdowne Street, Cambridge, Massachusetts 02139 ($5.00)

Document Not Available from EDRS.

Descriptors—Activities, *Administration, *Budgeting, *Cost Effectiveness, *Day Care Programs, *Day Care Services, Financial Support, Government Role, Industry, Instructional Staff, Nutrition, Parent Participation, Physical Facilities, State Standards

This report concludes a two part study of the KLH Child Development Center covering July 1969-June 1970. The history and background of this industry-based, experimental day care center are presented along with the nature and reasons for its change from an industry-related center identified with one work community to a private community center serving many segments of the population. Administrative aspects such as center and state regulations, tuition, admission policies and staffing are included. Educational and nutritional functions are briefly described. Budget, cost analysis and cost-benefit analysis are detailed. Seven alternative approaches to financing industry-related day care are considered. To help anyone wishing to establish an industry-based center, some impressions are shared by researchers and consultants involved for at least two years with the KLH project. The appendix contains a copy of sample forms and questionnaires distributed to parents. Part one is available as PS 005 036. (WY)

ED 055 658 PS 005 042

Follow Through: Promising Approaches to Early Childhood Education, School Year 1970-71.

Office of Education (DHEW), Washington, D.C.

Report No—OE-20165

Pub Date 71

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25, Document Catalog No. HE 5.220:20165)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, *Compensatory Education Programs, *Educational Innovation, *Elementary Grades, Home Visits, Individualized Programs, Language Programs, Nongraded System, Parent Education, Positive Reinforcement, Self Directed Classrooms, *Social Development

Identifiers—*Project Follow Through

This document provides brief descriptions of the 20 individual programs now in effect for Follow Through research and development. Follow Through is attempting to assess the effectiveness of a variety of innovative approaches to working with young children and their families in a number of cultural and environmental settings. These approaches represent the thinking of many of the country's most knowledgeable and creative innovators in the field of primary education and social practice. They reflect a broad spectrum of theoretical positions, from a highly structured instructional approach that stresses cognitive skills to a far less structured child-centered approach which emphasizes the development of the child's confidence and other behavioral characteristics. Two approaches are not directly concerned with classroom instruction: one trains parents to supplement their children's education at home; another emphasizes a more active role for parents in school decisionmaking. (Author/AJ)

ED 055 659 PS 005 044

Murray, John P.

Television in Inner-City Homes: Viewing Behavior of Young Boys.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 71

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aggression, Cartoons, *Grade 1, Intellectual Development, Lower Class, Males, Negroes, *Preschool Children, *Social Behavior, Tables (Data), *Television Viewing, Viewing Time, *Violence

To determine whether watching violence on television instills aggressive behavior in a child, the television viewing of 27 5-and 6-year old black males from a sample of urban poor families was periodically observed and charted over a 1-year period. Data was collected on each child's family unit, home setting and available media. Longitudinal trends were obtained on each child's social and intellectual development and an interpersonal behavior assessment was made. For one week, each family maintained a "dairy of the subject-child's television viewing: programs viewed, duration and intensity of viewing and reason for program selection. The heavy viewing periods on weekdays were naturally concentrated in the after school and evening hours. However, on Saturday and Sunday, the prime viewing period shifted to the morning hours, suggesting that children are selective about their television viewing. The children ranged from casual watchers to nearly addicted television viewers. Study results indicate that the heavy viewer is physically active, but interpersonally passive. The casual viewer is less able to be distracted, less likely to be bashful about playing with others and more likely to initiate interpersonal contact. Numerous instances of spontaneous imitation of televised behavior were observed. Children paid greater attention and exhibited higher reactivity while viewing children's programming. Tables and appendixes comprise half of the document. (Author/MK)

ED 055 660 PS 005 075

Williams, John E.

Preschool Racial Attitude Measure II (PRAM II): General Information and Manual of Directions.

Wake Forest Univ., Winston Salem, N.C. Dept. of Psychology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Caucasians, *Manuals, Negroes, Pictorial Stimuli, *Preschool Children, *Racial Attitudes, *Test Construction, *Testing, Test Interpretation

Identifiers—PRAM II, *Preschool Racial Attitude Measure II

The Preschool Racial Attitude Measure (PRAM) has been developed to provide a method for assessing the attitudes of pre-literature children toward Caucasian and Black persons. This manual provides information concerning the administration and scoring of the revised procedure–PRAM II. The revision entailed doubling the length, improving the artistic quality of the pictures, and adding a measure of racial identification while maintaining a supplementary sex-role score. The manual includes instructions for general administration conditions, testing procedures, scoring procedures, and interpretation of the scores. Appendixes comprise half the document and include a bibliography, references on related color meaning studies, a copy of PRAM II, and tables summarizing the results of a study in progress to standardize PRAM II. (Author/AJ)

ED 055 661 24 PS 005 079

Johnson, Adele M., Comp.

Infant Studies: An Annotated Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.; Office of Child Development (DHEW), Washington, D.C.
Bureau No—BR-0-0288
Pub Date Sep 71
Contract—OEC-0-70-2623(519)
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Child Development, Cognitive Development, Day Care Programs, Disadvantaged Groups, *Early Experience, Family Environment, *Infant Behavior, *Infants, Parent Child Relationship, Periodicals, Preschool Programs, Research, Social Development, Stimulation

This bibliography, compiled to alert educators to documents on infant studies, combines entries from the abstract journal, "Research in Education (RIE)" and journal article citations from "Current Index to Journals in Education (CIJE)." The bibliography includes all the citations concerning infants from these 1970-71 ERIC publications, excluding work on exceptional infants. Most entries are available from the ERIC Document Reproduction Services (EDRS), and directions for ordering are included. Publishers' addresses and prices are listed with the few titles not available from EDRS. (AJ)

ED 055 662 PS 005 081
Experience Guide for the Kindergarten Child.
Cheltenham Township School District, Elkins Park, Pa.
Pub Date Jul 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Creative Teaching, *Curriculum Guides, *Educational Objectives, Fine Arts, Instructional Materials, *Kindergarten, Language Arts, *Learning Activities, Mathematics, Physical Development, Physical Environment, Programs, Science Instruction, Social Sciences

This curriculum guide permits the use of a great variety of materials and encourages creativity on the part of teachers and children. Listed are suggested activities to be considered as minimum learning experiences, leaving each teacher with the freedom and responsibility to provide variety and achieve individualized educational experiences for children. The guide enumerates objectives and suggests activities for mathematics, language arts, fine arts and physical development, science observation, and social science. Also provided is a list of new materials and programs tested during the 1970-71 school year that proved useful enough to warrant purchase recommendation. Two flexible classroom arrangements, resembling workshop layouts, show furniture organization and the location of various activities. (Author/AJ)

ED 055 663 PS 005 086
Bersoff, Donald N. Ericson, Colleen R.
A Precise and Valid Measure of Behavior and Behavior Change in the Classroom.
Pub Date 6 Sep 71
Note—18p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, *Behavior Change, Case Records, *Classroom Observation Techniques, *Early Childhood Education, Graphs, *Observation, Records (Forms), Social Behavior, *Student Behavior

One answer to standardized testing is the direct and continuous measurement of performance. Direct, continuous naturalistic observation of behavior yields a great deal of information per assessment unit. The information is precise and because it is direct, there is no question that it represents a "true sample" of the target behavior, as there is when standardized testing is used. Mediators of behavior change (teachers and/or parents) and their consultants (e.g., the school psychologist) receive accurate, daily, almost immediate feedback concerning the efficacy of the behavioral strategy employed so that inappropriate or ineffective consequences may be altered rapidly. (A brief manual for recording behavior rates and a specific case study is described.) The use of behavior rates has been examined as it relates to nonacademic behavior, but there is an unlimited potential in such use for teacher training, teacher effectiveness, identification of student competence, and a host of other academically oriented areas. (Author)

ED 055 664 PS 005 099
Gordon, Edmund W. Kourtrelakos, James
Utilizing Available Information from Compensatory Education and Surveys. Final Report.
Teaching and Learning Research Corp., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 8 Jun 71
Contract—OEC-0-71-0370(284)
Note—196p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Basic Skills, *Compensatory Education, *Compensatory Education Programs, *Data Analysis, Emotional Development, *Evaluation Needs, Parent Participation, *Research Needs

The absence of systematic analyses and syntheses of data from hundreds of documents relating to compensatory education constitutes justification for a study unifying and evaluating already available information. Section One of this document introduces the need for such a study and discusses problems and procedures used in conducting and interpreting compensatory education evaluation research. Section Two delineates the status of compensatory education and Title I programs by citing major findings and conclusions from previous efforts, by representing findings graphically on a matrix and by summarizing major studies according to the following categories: academic skills, early childhood programs, affective development, parent and community involvement, staff training, overhaul of schools and school systems. Section Three elaborates on implications for evaluation research by considering exemplary studies of compensatory education, by analyzing survey and national assessment strategies and by proposing some answers to questions about the purpose, design, interpretation and policy determination for evaluation research. Abstracts of relevant literature and numerous programs plus a list of references are interspersed within the text. [Filmed from best available copy.] (WY)

ED 055 665 PS 005 100
Fowler, William
Demonstration Program in Infant Care and Education (September 1968 - June 1971). Final Report.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Aug 71
Note—263p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Day Care Programs, *Developmental Programs, Disadvantaged Groups, Family Background, *Infants, Longitudinal Studies, Mental Development, Motor Development, Parents, *Program Descriptions, *Program Evaluation, Research Design, Social Development, Tables (Data), Test Results

The Ontario Institute and the Canadian Mothercraft Society report accumulated findings on all phases of their 3-year demonstration infant day care center. Infants enrolled in the center were either advantaged or disadvantaged, had working mothers and ranged in age from 3 to 30 months of age. The center also served as a training facility for infant caretaker-teachers. The program had been designed to facilitate infants' cognitive, personality, and social development through personalized adult-child interaction, guided learning situations, free play and specialized care. Both infants and students-in-training made gains on a variety of measures. Chapter titles include: General Plan of the Investigation, Study of Infant Development, Study of Student Development, Investigation of Parents, Social Implications. References include a bibliography as well as a reprint of a paper titled "A Developmental Learning Approach to Infant Care in a Group Setting" which comprises one-third of the document. (WY)

ED 055 666 PS 005 109
Marland, S. P., Jr.
Education's Rigged Lottery.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
Pub Date 12 Oct 71
Note—17p.; Paper presented at the meeting of the National Association of State Boards of Education, Atlanta, Georgia, October 12, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Educational Legislation, Expenditure Per Student, Federal Aid, Financial Needs, *Financial Policy, Financial Problems, Financial Support, *Public Schools, *School Taxes, State Aid, State Legislation

The need for reform in school financing is crucial and urgent. The regressive and anachronistic practice of financing schools through local property taxes perpetuates inequities detrimental to students and unfair to parents and taxpayers. Although it is the students in the inner cities that require special, more costly educational approaches, cities have an average of 30 percent less money per capita available from local taxes than do their suburbs. This is despite the fact that city property owners are taxed 40 percent more heavily than suburbanites. During the last 10 years, public education costs have more than doubled to nearly $40 billion in 1970. The same financial difficulties beset the nonpublic schools, forcing Catholic schools to close at the rate of one per day, and increasing the public school burden. The defeat of all but 48 percent of the school bond issues presented to the nation last year suggests a growing rejection of our taxing system. A Presidential Commission is analyzing the school financing situation and suggesting appropriate new directions. This example should be followed on the state and local levels. (Author/AJ)

ED 055 667 PS 005 148
Boroughs, Mary-Clare
The Stimulation of Verbal Behavior in Culturally Disadvantaged Three-Year-Olds.
Michigan State Univ., East Lansing.
Pub Date [70]
Note—11p.; Paper is based upon a doctoral dissertation submitted to the Michigan State University, East Lansing, Michigan
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childrens Books, *Culturally Disadvantaged, Home Programs, Paraprofessional School Personnel, Parent Child Relationship, Parent Participation, *Preschool Children, *Verbal Ability, *Verbal Development
Identifiers—Peabody Picture Vocabulary Test, Stanford Binet Intelligence Scale

This study investigated the effects of a program of mother-child interaction using children's books on the verbal skills of culturally disadvantaged 3-year-olds. A total of 47 subjects were involved in the study, with white and black children, males and females equally represented in experimental, placebo and control groups. After only three months of exposure to daily book reading by mothers at home, children in the experimental group scored significantly higher than children in the placebo group on two of the five measures of verbal skills and significantly higher than the control group on four of the five measures. One of the advantages of this project was that the mother became a more effective agent in the language development of her child. (Author/MK)

ED 055 668 PS 005 155
Corey, George D.
Military Day Care: Problems and Perspective.
Pub Date 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Certification, *Day Care Programs, *Day Care Services, *Financial Support, Instructional Staff, *Military Service, *Policy, Social Welfare

This paper presents some legal and social policy aspects of military child care facilities in the United States. Under the jurisdiction of Article I of the United States Constitution, the federal government has the right to determine the social welfare rights of people living on military installations; yet these people are not included in programs such as Head Start, Follow Through, and the proposed Family Assistance Plan, even though 20,000 service men have been forced to go on welfare. By military regulations, all day care must be maintained by tuition paid by parents and day care is a relatively expensive service to purchase. Since no federal funds are involved, the Federal Interagency Day Care Requirements do not apply and state requirements do not apply on federal property. Since of-

ficers' families dominate military family housing, they have easier access to day care facilities as well as more money to afford the service. Resources to pay staff are toolow to attract or train well-qualified people. Existing military day care, like the grade school system, takes place on the bases, contributing to the isolation of an immense subculture. (Author/AJ)

ED 055 669 PS 005 156
Cramer, Ellen K., Comp.
An Annotated Bibliography of Books and Articles on Pre-School Math Materials.
George Washington Univ., Washington, D.C. Special Education Instructional Materials Center.
Pub Date 4 Oct 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Books, Curriculum Guides, *Mathematics Instruction, *Mathematics Materials, Periodicals, *Preschool Education
This bibliography, pertinent to preschool math materials, contains math materials, contains references which are largely devoted to descriptions of materials and to an explanation of their use. The content of each reference has been described briefly and notation has been made concerning inclusion of plates which would picture the material or even show it in use. Also included in the bibliography are some math curriculum guides which may be of interest to teachers. This bibliography is by no means exhaustive, but it does acquaint the reader with several of the materials from structured math systems which are available, but not generally in use. (Author)

ED 055 670 PS 005 157
Doris, John And Others
Separation Anxiety in Nursery School Children.
Pub Date Sep 71
Note—15p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, *Behavior Rating Scales, Middle Class, *Nursery Schools, Parent Attitudes, *Parent Child Relationship, *Preschool Children, Teacher Attitudes
Identifiers—*Separation Anxiety
In an effort to learn more about the child prone to anxiety when separated from his parents, 60 3-year-old, predominantly white, middle class children were subjects of a parent-teacher study. Each parent completed a scale of 25 items on which his child's anxiety was rated just prior to the child's entrance into nursery school. A teacher-rated scale was then devised to measure the child's separation reaction in the school and was completed for every child immediately at the end of each school day over a 2-week period. (Additional ratings were made later on in the year.) Results indicate that parental ratings of children before entry into nursery school correlate highly with the teachers' ratings. This suggests that separation anxiety prone children can be identified with considerable efficiency before their entry into nursery school. Although later ratings showed lower levels of anxiety in children, correlations remained significant. Tables comprise half the document. A copy of the Parental Anxiety Rating Scale is also included. (MK)

ED 055 671 PS 005 161
Radin, Norma
Childrearing Practices and Cognitive Development in Lower-Class Preschool Children.
Michigan Univ., Ann Arbor.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 1 May 70
Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, Cincinnati, Ohio, May 1, 1970
Journal Cit—Child Development (in press)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Rearing, *Cognitive Development, Intellectual Development, Intelligence Quotient, Lower Class, *Mother Attitudes, Motivation, *Parent Child Relationship, Positive Reinforcement, *Preschool Children
Identifiers—Peabody Picture Vocabulary Test, Stanford Binet Intelligence Scale
This document reports an investigation of the relationship between maternal practices as observed in the home and the cognitive development of young children from low-income families. The purpose of the study was to determine if lower-class maternal warmth was associated with intellectual growth of the child. Fifty-two lower class mothers were observed interacting with their 4-year-old children at home. The children, involved in a compensatory preschool program, were pretested and posttested on the Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test. Maternal behaviors reflective of warmth were tallied and correlated with the child's IQ and teacher ratings of his behavior. The maternal warmth variable correlated significantly with initial IQ, IQ gain in preschool, and teacher rating of academic motivation. (Author/AJ)

ED 055 672 PS 005 165
Selman, Robert L.
Taking Another's Perspective: Role-Taking Development in Early Childhood.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date [71]
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, *Cognitive Development, *Empathy, *Identification (Psychological), Middle Class, Preschool Children, *Role Playing, *Social Development
To test role-taking development 60 middle class subjects, 10 boys and 10 girls of each age (4, 5, and 6), were administered a role-taking task designed to enable the role-taker ("S") to make and explain predictions about a peer's responses to a situation in which "S" has information not available to the peer. Results suggested a four-level progression in role-taking skill across the age range examined. The significant correlation between the role-taking levels and both chronological age and another age-related role-taking measure supported the hypothesis that conceptual role-taking is an age-related social-cognitive skill and implied the possible existence of an ontogenetic sequence of role-taking stages. (Author/MK)

ED 055 673 PS 005 168
Halverson, Charles F., Jr.
Relation of Preschool Verbal Communication to Later Verbal Intelligence, Social Maturity, and Distribution of Play Bouts.
National Inst. of Mental Health, Bethesda, Md. Child Research Branch.
Pub Date Sep 71
Note—9p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Infant Behavior, *Play, *Preschool Children, Sex Differences, Social Behavior, *Social Maturity, *Verbal Ability, *Verbal Communication
The follow-up study described in this paper tried to accomplish three major objectives: (a) to investigate the preschool and newborn antecedents of intellectual functioning, (b) to determine if there were stabilities from two and a half to seven and a half in the tempo and style of free play--and here we were looking for both isomorphic and metamorphic continuities in style of play and, (c) to check for stabilities and precursors of the young child's social relations. Out of the original sample seen at the newborn and preschool periods, we saw 35 males and 27 females for half day assessment of play, and social and cognitive behavior when they were seven and a half years of age. Data were collected from three sources: (a) a 30-minute sample of free play, (b) measures of intelligence, cognitive style, and motor ability obtained from the child, and (c) measures of peer and family relations and social maturity obtained from the mother. Preschool verbal communication was positively related to verbal IQ, social maturity and exploring in play at seven and a half years of age. High verbal males and females were brighter, more socially mature and spent more time exploring a novel play setting. Low verbal males appear to be less cautious, more impulsive and frenetic in their shifts of activity, darting from one activity to another. Low females appear hesitant, timid and cautious, not playing much and shifting in a slow deliberate manner. (Author/MK)

ED 055 674 PS 005 182
Adams, Wayne V.
Socio-Economic Differences in Guessing Strategy on a Binary-Choice Task.
Colgate Univ., Hamilton, N.Y.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date [67]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, Environmental Influences, *Guessing (Tests), Intelligence Differences, *Kindergarten Children, *Lower Class, *Middle Class, *Problem Solving
Identifiers—Peabody Picture Vocabulary Test
Guessing patterns differ between children of lower and middle class. It is hypothesized that lower class children, because they live in an environment affording fewer rewards for problem solving, come to expect a lower degree of success than their middle class peers. Eighty white kindergarten children attending urban public school were divided into groups of lower and middle class and given a two-choice card task. Two maintained and shifted card ratios were presented. Results lend support to the above hypothesis as the lower class children displayed less variable behavior on binary-choice responses. Social class similarities in problems solving behavior are also discussed. (Author/MK)

ED 055 675 PS 005 197
Ellinwood, Beverly W.
Early School Admissions Program: 1969-70 Evaluation.
Baltimore City Public Schools, Md.
Pub Date Jul 71
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Performance, Charts, *Comprehensive Programs, *Disadvantaged Youth, *Early Admission, Evaluation Methods, Grade 1, Health Services, Kindergarten Children, Mental Development, Parent Participation, *Program Descriptions, *Program Evaluation, Tables (Data), Verbal Development
During the 1969-70 school year, the Early School Admissions Program (ESAP) for 4-year-old disadvantaged pupils was offered in 22 Baltimore City Public Schools. Each center had both a morning and an afternoon session enrolling different children. The overall goal of the ESAP was to improve the disadvantaged pupil's ability to learn, to provide comprehensive services which would promote learning to assure attention to the total development of the pupils and to involve ESAP parents in determining educational opportunities for their children and in reinforcing each pupil's learning experiences at home. Since there was no standard type of control group available, ESAP and non-ESAP pupils were examined in Kindergarten and Grade 1. Data presented in this evaluation substantiate the fact that ESAP pupils in Kindergarten and in Grade One performed at significantly higher levels than did non-ESAP pupils. Recommendations are made for the improvement of future ESAP programs. (Author/MK)

ED 055 676 PS 005 198
Filep, Robert T. And Others
The Sesame Mother Project. Final Report.
Institute for Educational Development, El Segundo, Calif.
Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.
Pub Date 27 Aug 71
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Childhood Attitudes, *Cognitive Development, *Educational Television, Home Visits, Inner City, Low Income, Mexican Americans, *Mothers, Negroes, Parent Education, Parent Role, *Preschool Children, *Television
Identifiers—*Sesame Street, Sesame Street Test Battery
The main objective of the Sesame Mother Pilot Project was to increase the effectiveness of the television program with preschool children in densely populated, low-income, inner-city areas. Volunteer Mothers selected from the inner-city areas of Los Angeles and Chicago were trained to conduct viewing sessions in their own homes. Following the viewing of each program, the Sesame Mother directed activities to reinforce specific aspects of the program and relate the program to

the children's experiences. Effectiveness tests (including cognitive and attitudinal measures) indicated that in most cases the Sesame Mother program improved children's skills and that more child involvement resulted in more improvement. Preschoolers for the project, recruited by each mother in her own neighborhood, were between 3 and 5 years old with little or no previous school experience. Parents' own evaluations showed that most parents thought the Sesame Mother program increased their children's learning skills as well as their attitudes. (Author/MK)

RC

ED 055 677 RC 003 556

Indian Education. Part 1, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 69

Note—513p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Achievement, *American Indians, Attitudes, Curriculum, *Education, *Federal Government, *Information Seeking, *Investigations, Racial Factors, Schools, Teachers

Hearings of the Special Subcommittee on Indian Education--held on Dec. 14-15, 1967, in Washington, D.C., and on Jan. 4, 1968, in San Francisco, Calif.--are recorded in this document. As noted, U.S. Senator Robert F. Kennedy and 5 other senators served as members of the subcommittee, which was designed to conduct the hearings and the field investigations of school districts across the nation having substantial American Indian populations in an attempt to make a complete study of all matters pertaining to the education and related problems of Indian children in Federal and public schools. Presented in 3 parts (Part 2 is RC 003 557; Part 3 is RC 003 558), proceedings of the hearings record the subcommittee's interviews relating to American Indian education. Part 1 of the hearings presents statements by people involved with Indian education and assistance programs in such states as Alaska, Arizona, California, Colorado, Florida, Idaho, New York, New Mexico, South Dakota, and Washington. Part 1 also contains a collection of overviews of various publications on the American Indian. (EL)

ED 055 678 RC 003 557

Indian Education. Part 2, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 69

Note—297p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Achievement, *American Indians, Attitudes, Curriculum, *Education, *Federal Government, *Information Seeking, *Investigations, Racial Factors, Schools, Teachers

Identifiers—Cherokees

Hearings of the U.S. Senate's Special Subcommittee on Indian Education--held at Twin Oaks, Okla., on Feb. 19, 1968--are recorded in this document, which is Part 2 of the hearings proceedings (Part 1 is RC 003 556; Part 3 is RC 003 558). Part 2 contains Indian testimony (mainly Cherokee) about changes and improvements that must be made if Indian children are to receive equal and effective education. Also included are articles, publications, and communications relating to Oklahoma's Indians, as well as learning materials (in Cherokee and English) related to health education. (EL)

ED 055 679 RC 003 558

Indian Education. Part 3, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 69

Note—199p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrator Attitudes, *American Indians, Boarding Schools, Culturally Disadvantaged, Economically Disadvantaged, *Education, *Federal Government, Federal Programs, Human Dignity, *Information Seeking, *Investigations, Mental Health, Schools, Teacher Attitudes

Identifiers—Arizona

A transcript of testimony given before the U.S. Senate's Special Subcommittee on Indian Education on March 30, 1968, in Flagstaff, Arizona, is presented in this document, which is Part 3 of the hearings proceedings (Part 1 is RC 003 556; Part 2 is RC 003 557). Part 3 contains testimony by various witnesses, including tribal members in leadership positions, an Indian high school student, the director of Rough Rock Demonstration School, 2 public school superintendents, a principal, a school board member, and a teacher. Also included in Part 3 are resource materials such as papers, articles, communications, and reports which were entered as exhibits. Major emphasis was on the Navajo, Hopi, and Apache tribes. (LS)

ED 055 680 RC 004 967

National Center for the Training of Educational Resource Agents to Serve Rural Minorities. The Preparation of Problem Solving/Development/Diffusion Personnel to Serve Rural/Minority/Culturally Limited Populations.

Tuskegee Inst., Ala.

Pub Date 15 Dec 70

Note—260p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—American Indians, *Change Agents, Culturally Disadvantaged, Diffusion, Educational Strategies, Mexican Americans, *Minority Groups, *Models, Negroes, *Professional Training, Program Planning, Resource Staff Role, *Rural Population

A blueprint for Educational Resource Agents (ERA's) has been compiled by a consortium consisting of the National Federation for the Improvement of Rural Education, Tuskegee Institute, New Mexico State University, University of North Dakota, Northwest Regional Educational Lab., Southwestern Cooperative Educational Lab., Appalachia Educational Lab., and Southeastern Education Lab. A 42-month cooperative thrust is proposed to train 48 recruits as ERA's. Design stresses effective communication within a rural, culturally limited, minority school setting with a high degree of generalizability for the urban counterpart. Program elements include performance criteria/accountability; 1-week key staff training at Tuskegee Institute; 2-week common core teaching; rotation of participants through all field, lab, and campus components; 4-week rotational internship in rural schools and kindred agencies settings; and a trends seminar. Recruits from 3 test states with heavy minority populations (Alabama, Black; New Mexico, Chicano/Indian; and North Dakota, Indian) will be educators who are high communicators having peer acceptance from target populations. Purposive dissemination and internal-external evaluation are built-in. National needs and job opportunities for ERA's have been established via the Clark and Hopkins survey. (Author/BO)

ED 055 681 RC 005 577

Archambo, Judith P. *Briscoe, May E.*

Rural Child Care Project, 1968-1969 Research Evaluation. Volume I: A Description of the Rural Child Care Project, 1965-1969. Final Report.

Kentucky Child Welfare Research Foundation, Inc., Frankfort.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Oct 70

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Care, *Day Care Programs, Demonstration Projects, *Family Involvement, Health Services, Homemaking Education, Home Visits, Nonprofessional Personnel, On the Job Training, *Preschool Programs, Professional Personnel, Program Development, Recruitment, *Rural Areas, Self Help Programs, Socialization, Social Services, Welfare Services

Identifiers—*Appalachia, Kentucky

Volume I of this final report, an overview of Kentucky's multi-county Rural Child Care Project, describes the project's history, purposes, structure, and procedures in administering child-development, social-work and homemaking services. The day care program, which became a full-year Head Start program in 1967, is one aspect of the effort to provide socialization experiences, total family participation, and health and welfare services for all members of project families within a self-help framework. One characteristic of the Rural Child Care Project is that all staff at the county level are indigenous nonprofessionals trained on the job to provide project services. In the document, major divisions are "A Description of the Rural Child Care Project, 1965-1969" (which focuses on professional and nonprofessional staff duties and training, staff turnover, career development for staff, and staff characteristics); "Recruitment of Project Families," "Child Development Center Program," and "Social Services." Included are 1 table and 14 references. Related documents are RC 005 578 and RC 005 579. (MJB)

ED 055 682 RC 005 578

Archambo, Judith P. *Briscoe, May E.*

Rural Child Care Project, 1968-1969 Research Evaluation. Volume II: Hypotheses 1-8. Final Report.

Kentucky Child Welfare Research Foundation, Inc., Frankfort.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Oct 70

Note—233p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Academic Achievement, Child Development, Curriculum Development, Family Involvement, Followup Studies, Grade Equivalent Scores, Grade Repetition, Intellectual Development, *Parent Attitudes, *Preschool Programs, *Program Evaluation, *Rural Education, School Responsibility, Student Adjustment, Tables (Data)

Identifiers—*Appalachia, Kentucky

The 1968-69 evaluation of Kentucky's Rural Child Care Project had 5 major objectives: to assess the relationship between a child's attendance in a Child Development Center and his subsequent intellectual performance and academic achievement in elementary school; to evaluate the impact of changes in the Child Development Program itself on participants' later academic achievement; to ascertain the relationship between familial values and achievement behavior in former project children; to continue assessment of the effects of combined homemaking and child development services on parents of children enrolled in the project; and to ascertain the impact of the project of the elementary schools of participating counties. Findings relating to the 8 hypotheses tested included the following: (a) that, during 3 years of public school, scores of 23 former project children showed a decline on the Stanford-Binet Intelligence Scale; (b) that scores on the California Achievement Test of former project children in grades 2 and 3 did not differ from their matched nonproject controls; (c) that there was generally no difference between former project parents whose children were designated under- or over-achievers in terms of value orientations; (d) that current project parents who received combined homemaking and child-development services for 6 months did not increase their level of general morale more than comparable parents receiving only child-development services; and (e) that, while 2nd- and 3rd-grade teachers reported favorable attitudes toward the project, some also believed that project teachers should be better trained and that project children should be better disciplined. (MJB)

ED 055 683 RC 005 579

Archambo, Judith P.

Rural Child Care Project, 1969-1970 Research Evaluation. Final Report.

Kentucky Child Welfare Research Foundation, Inc., Frankfort.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Dec 70

Note—386p.

EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Child Development, Community Involvement, Family Involvement, Followup Studies, Intellectual Development, Language Skills, Parent Workshops, Pilot Projects, *Preschool Programs, *Program Evaluation, *Research, *Rural Education, Sociocultural Patterns
Identifiers—*Appalachia, Kentucky
A 4-year follow-up study of children in the Rural Child Care Project has shown that greatest losses in intellectual functioning for former project children occurred in the first year of public school among those scoring above 80 on their first Binet but who were retained in grade 1. IQ change during grade 1 was negatively related to attendance at a project center and unrelated to social services received by the family. IQ loss was inconsistently related to qualitative Binet performance over time. Parent awareness and use of community, school, and project resources were unrelated to length of project participation. Despite differences between project mothers, project teachers, and middle-class mothers (in intellectual functioning, educational achievement, reported educational attitudes, and control strategies), project mothers were equal to or more effective than project teachers in teaching their children to perform structured tasks. Although project teachers found parent training procedures difficult to implement, this project demonstrated the benefits of such procedures to both parents and staff. While children in the current program almost 2 years performed no better on UCLA Language Tests or Preschool Inventory than children with less than 1 year's experience, they were higher than summer Head Start children in general achievement. After discussion of these and additional findings, the document provides recommendations for improving the project within a "focussed services" model which stipulates specification of behavioral objectives and joint training of child development and homemaking staffs in the use of child-centered activities as a primary means of increasing family adequacy. (Author/MJB)

ED 055 684 RC 005 587
Toward Economic Development for Native American Communities. A Compendium of Papers Submitted to the Subcommittee on Economy in Government of the Joint Economic Committee, Congress of the United States (91st Congress, 1st Session). Volume 1, Part I: Development Prospects and Problems.
Joint Economic Committee, Washington, D.C.
Pub Date 69
Note—341p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*American Indians, *Community Development, Cultural Factors, Disadvantaged Groups, *Economically Disadvantaged, Economic Factors, Employment Programs, *Federal Programs, Housing, Improvement Programs, *Information Seeking, Research Needs, Rural Areas
Volume I, "Development Prospects and Problems," is part of a 2-volume compendium of study papers intended to serve as a resource document for members of the Joint Economic Committee, other members of Congress, and those who are concerned with formulating and executing effective policies of economic development for American Indian and Alaskan native communities. "The study addresses itself to the serious problems of poverty and economic insecurity found in native American communities and to the apparent inability of the Federal Government to provide effective assistance in improving the economic situations of American Indian and Alaskan native groups. The compendium contains papers by invited individual experts, statements by Federal agencies, and statements by native organizations." This document, Part I of the study, contains a discussion of deficiencies of current statistical data on the American Indian, along with 16 studies which summarize economic conditions among the Indians, the frustrations and failures of assistance efforts, the mixed results of initiatives undertaken since 1963, and the history of Indian attitudes toward Federal assistance. Also included in Part I are recommendations for the future direction of Federal policy. A related document is RC 005 588. (LS)

ED 055 685 RC 005 588
Toward Economic Development for Native American Communities. A Compendium of Papers Submitted to the Subcommittee on Economy in Government of the Joint Economic Committee, Congress of the United States (91st Congress, 1st Session). Volume 2, Part II: Development Programs and Plans; Part III: The Resource Base.
Joint Economic Committee, Washington, D.C.
Pub Date 69
Note—239p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*American Indians, *Community Development, Cultural Factors, Disadvantaged Groups, *Economically Disadvantaged, Economic Factors, Employment Programs, *Federal Programs, Financial Support, Housing, Improvement Programs, *Information Seeking, Natural Resources, Rural Areas
Volume 2, "Development Programs and Plans" and "The Resource Base," is part of a 2-volume compendium of study papers intended to serve as a resource document for members of the Joint Economic Committee, other members of Congress, and those who are concerned with formulating and executing effective policies of economic development for American Indian and Alaskan native communities. "The study addresses itself to the serious problems of poverty and economic insecurity found in native American communities and to the apparent inability of the Federal Government to provide effective assistance in improving the economic situations of American Indians and Alaskan native groups. The compendium contains papers by invited individual experts, statements by Federal agencies, and statements by native organizations." This document contains Parts II and III of the study. Part II, which contains statements by Federal agencies and by native organizations, provides program descriptions as well as various views of currently unmet needs and future directions. Part III discusses the resource base available to the American Indian. A related document is RC 005 587. (LS)

ED 055 686 95 RC 005 589
Hughes, B. E. Harrison, Helene W.
Evaluation Report of the Bilingual Education Program: Harlandale Independent School District; San Marcos Independent School District; Southwest Texas State University, 1970-1971.
Harlandale Independent School District, San Antonio, Tex.; San Marcos Independent School District, Tex.; Southwest Texas State Coll., San Marcos.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Grant—OEG-0-9-530014-3480(280)
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Gains, *Bilingual Education, Community Involvement, Curriculum Guides, Educational Retardation, *Elementary Grades, *Language Instruction, *Program Evaluation, *Spanish Speaking, Teacher Education, Teacher Improvement
This bilingual education program involved (1) bilingual classes in grades 1 through 4 in 2 Texas school districts (Harlandale and San Marcos) and (2) Southwest Texas State University, which served as the agency for training senior student teachers for bilingual education. Predominantly Spanish-speaking students from low socioeconomic backgrounds were taught in Spanish while English competence was being developed, thus making these students literate in 2 languages. Pride in the Mexican American heritage was also instilled. Curriculum guides for grades 1-4 and materials for Spanish language arts and social studies were created; methods to improve teacher and aide performance were used; community involvement was increased; project coordination was improved; and comprehensive evaluation of pupil and teacher performance was accomplished. It is recommended that there be special college preparation for teachers of bilingual education. (Author/JH)

ED 055 687 RC 005 590
Nuss, Robert L., Comp. And Others
A Photographic Essay of Pima - Maricopa Indians: Volume 1 - Part A.
Arizona Univ., Tuscon. Bureau of Educational Research and Service.
Pub Date 70
Note—39p.
Available from—Bureau of Educational Research and Service, College of Education, University of Arizona, Tucson, Arizona 85721 ($1.85)
Document Not Available from EDRS.
Descriptors—*American Indians, *Cultural Traits, *Instructional Materials, *Photographs, *Social Studies
Twelve photographs of prominent Pima and Maricopa Indians depict cultural traits of the 2 groups. Some of the pictures were taken as early as 1870 while others are comparatively recent. Changes in dress and personal grooming are emphasized. Verbal descriptions on the backs of the pictures are also compiled in a manual which includes suggestions for use of the pictures in classroom situations. A related document is RC 005 591. (JH)

ED 055 688 RC 005 591
Nuss, Robert L., Comp. And Others
A Photographic Essay of Pima - Maricopa Indians: Volume 1 - Part B.
Arizona Univ., Tuscon. Bureau of Educational Research and Service.
Pub Date 70
Note—36p.
Available from—Bureau of Educational Research and Service, College of Education, University of Arizona, Tucson, Arizona 85721 ($1.85)
Document Not Available from EDRS.
Descriptors—*American Indians, *Cultural Environment, *Instructional Materials, *Photographs, *Social Studies
Twelve photographs of Pima and Maricopa Indians depict the cultural environment of the 2 groups. In addition to group portraits, scenes of daily domestic activities of the Pima and Maricopa Indians around the end of the 19th century are included. Verbal descriptions on the backs of the pictures are compiled in a manual which includes suggestions and instructions for use of the pictures in classroom situations. A related document is RC 005 590. (JH)

ED 055 689 RC 005 592
Clements, William H.
Ideal High School Size: A Mirage in the Desert.
Pub Date 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Educational Quality, Evaluation Criteria, High School Curriculum, *High Schools, *Literature Reviews, Opinions, Research Needs, School Community Relationship, School Environment, *School Size, *Small Schools, Student Teacher Ratio, Student Teacher Relationship
In the first section of the paper, the writer surveys the literature of the school-size controversy: the research and the opinions. The writer "finds much of the latter and very little of the former upon which to draw conclusions....A section of the publication is devoted to subjective consideration of school characteristics which often tend to favor small high schools, and which are usually given little attention by writers who favor large schools." Factors discussed include pupil-teacher ratios, curricular offerings, co-curricular participation, transportation, teacher quality, and school atmosphere. (BO)

ED 055 690 RC 005 593
Brehm, Shirley A.
A Teacher's Handbook for Study Outside the Classroom.
Pub Date 69
Note—100p.
Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95 plus shipping)
Document Not Available from EDRS.
Descriptors—*Community Resources, Evaluation, Field Trips, Human Resources, *Learning Activities, Natural Resources, *Outdoor Education, Parent Participation, *Program Planning, Student Transportation, *Teaching Guides
The many resources for learning that exist beyond the confines of the classroom provide outstanding opportunities to extend learning for students. The major purpose of this book is to help teachers use these resources. The book is not a series of recipes for taking field trips but is an aid to planning. For a teacher inexperienced in the possibilities for meaningful learning outside

the classroom, the book spells out steps to make this learning most worthwhile. For the experienced teacher, the book affords a checklist of preparations and follow-up activities essential to integrated, continuous planning for good teaching. Chapter titles include "Types of Investigations Outside the Classroom," "Planning Out-of-Classroom Teaching," "Transportation for the Field Trip," "Permissions and Precautions," and "The Contribution of Resource Personnel." Possible sites for field trips and the major educational concepts associated with each are listed. Classroom follow-up and evaluation of out-of-class study are emphasized. (JH)

ED 055 691 RC 005 594
Johansen, Sigurd
New Mexico's Urban and Rural Population.
New Mexico State Univ., Las Cruces. Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.
Report No—AESRR-207
Pub Date Sep 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Census Figures, *Population Distribution, *Population Trends, *Rural Population, *Urbanization
Identifiers—*New Mexico
More than two-thirds of New Mexico's population live in places classified as urban by the Bureau of the Census. The state remained rural longer than did the United States as a whole, but by 1970 the proportion of the total population living in urban areas in New Mexico had increased to 69.8%, not much below the national percentage of 73.5. Urbanization in New Mexico was particularly rapid in the 1950's; the proportion of urban people in the total population increased 15.7%, nearly 3 times the rate of increase for the United States. In the 1960's, urbanization in the state took place at a much slower rate, only 3.9%. The urban-rural distribution of New Mexico's population in 1970 varied considerably from county to county. Nine counties had no urban population; in 6 counties, less than half of the population was urban; of the 17 counties with over half of the population urban, 10 had urban population percentages above the state average. In 1950, the Federal census for the first time showed a numerical as well as a percentage decline in the rural population. The numerical decline has continued since. The rural population loss, however, was not uniform throughout New Mexico. Twenty-three counties lost rural population in the 1960's, but the other 9 counties had increases, some of which were quite substantial. Approximately three-fifths of the population centers with 2,500 or more inhabitants lost population during the 1960's. (Author/JH)

ED 055 692 RC 005 595
McDiarmid, G. L.
The Hazards of Testing Indian Children.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Culture Conflict, Language Handicaps, *Standardized Tests, *Test Bias, Test Construction, Testing, Test Interpretation, *Test Reliability, *Test Validity
Referring principally to Indians on reserves, this summary paper discusses the role that poverty, health and nutrition, social conflict, language, and test motivation play in relation to interpretation of test data obtained on Indian children. It is reported that the 2 greatest problems affecting test reliability, validity, and validity of test interpretation in this context are language and test motivation. Approaches to measurement of the Indian child's mental ability that are reported to be promising are discussed. (BO)

ED 055 693 32 RC 005 596
Nowicki, Stephen, Jr. *Barnes, Jarvis*
Evaluation of the Camp Project for Seventh, Eighth, and Ninth Grade Pupils. Research and Development Report, Vol. IV, No. 9, Summer 1970.
Atlanta Public Schools, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 70
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Camping, Caucasian Students, *Disadvantaged Youth, Federal Programs, Instructional Staff, *Junior High School Students, *Negro Youth, *Outdoor Education, Program Costs, Program Evaluation, Questionnaires, Recreational Activities, Research Design, Self Concept, Statistical Data, *Summer Programs, Urban Youth
Identifiers—Atlanta, Georgia
In summer of 1970, the Atlanta Public Schools received funds for a camp project involving 380 junior high pupils, 95% Negroes and 5% Caucasians. Objectives included providing the opportunity for pupils to assume responsibility, develop self-reliance, and thereby increase self-respect; teaching the skills involved in outdoor recreation; teaching the importance of, and appreciation for, natural resources through realistic projects; teaching elements of democratic living through group living, planning, and sharing; and integrating outdoor experiences with the regular school curriculum. The project provided 5 1/2 days of outdoor education and camping experience, with a schedule organized around such activities as camp craft, fishing, swimming, conservation classes, and nature study. Pupils were tested using the Nowicki-Strickland Locus of Control Scale on the first day and a revised model on the last day. Statistical results indicated, for example, that the camping experience made the youngsters feel more in control of events affecting them and more confident in themselves; that pupils learned more than they had anticipated; that they made more friends than they had anticipated; and that the Nowicki-Strickland measure is valid for a predominately black population. Recommendations included continuation of the program; operation of the camp program independently rather than sharing the camp site; inclusion of children of different socioeconomic levels; and follow-up to ascertain what effects the experience may have had on school performance. (JB)

ED 055 694 RC 005 597
Shivers, Jay S.
Camping: Administration, Counseling, Programming.
Pub Date 71
Note—446p.
Available from—Appleton-Century-Crofts/New Century, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, New York 10016 ($9.45 plus handling)
Document Not Available from EDRS.
Descriptors—Activities, *Administration, *Camp Counselors, Counselors, Legal Responsibility, Natural Sciences, Organization, *Outdoor Education, *Philosophy, *Program Planning
Within the classical framework of the camp counselor's role, this 446-page book discusses the details of everyday camp life and the dynamics of the counselor's role, as well as providing a philosophical frame of reference for the values of outdoor education and of ecology. Beginning with a history of organized camping in the United States, Part I explores the problems of camp administration, operation, and development--all based on accountability, legal requirements, and basic philosophy. Part II deals with the counselor's role in camp reflected through the dynamics of group living, camper behavior problems, peer relationships, and the counselor's qualifications, obligations, and conduct. Part III uses the natural sciences as a point of departure for outdoor camp activities and delves into survival techniques, exploration, nature study, campcrafts, and campfire activities. Included are Appendix A (proper foods), Appendix B (a child permission form and a counselor employment contract), a list of 106 selected references, a list of 41 films and filmstrips, and a subject index. (MJB)

ED 055 695 24 RC 005 628
Altus, David M., Comp.
Rural Education and Small Schools, A Selected Bibliography. Supplement No. 1.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-2469
Pub Date Jul 71
Contract—OEC-1-6-062469-1574
Note—495p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0833, $3.50)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Abstracts, *Bibliographies, Educational Programs, *Publications, Rural Areas, *Rural Education, Rural Urban Differences, *Small Schools, Subject Index Terms
Some 352 documents and 166 journal articles published between 1955 and 1970 are cited in this bibliography on rural education and small schools. Part I contains citations and abstracts which have appeared in "Research in Education" from September 1969 through July 1971. Part II includes citations of journal articles from "Current Index to Journals in Education" from the first issue in January 1969 through the July 1971 issue. The citations include a wide variety of resource materials (research and program reports, guides, books, etc.) which examine educational needs, opportunities, and programs in rural and small schools. An index of subject terms facilitates location of documents in a specific subject area. Pricing information and availabilities of documents are provided. This bibliography is the first in a series of planned supplements to ED 033 257. (JH)

ED 055 696 RC 005 629
Indian, Metis and Eskimo Leaders in Contemporary Canada.
Saskatchewan Univ., Saskatoon. Indian and Northern Curriculum Resources Centre.
Pub Date [70]
Note—19p.
Available from—Indian and Northern Curriculum Resources Centre, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan ($3.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Biographies, *Classroom Materials, *Eskimos, Ethnic Groups, Professional Recognition, Racial Recognition, *Recognition
Identifiers—Canada
This collection of 15 biographies was prepared to illustrate, for classroom purposes, some of the well-known contemporary Indian, Eskimo, and Metis people in Canada today. (MJB)

ED 055 697 RC 005 630
Borrego, John G. *And Others*
A Study of New Mexico Migrant Agricultural Workers.
Design and Planning Assistance Center, Albuquerque, N. Mex.
Pub Date Aug 71
Note—75p.
Available from—Design and Planning Assistance Center, 2414 Central Avenue S.E., Albuquerque, New Mexico 87106 (free while supply lasts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Laborers, *American Indians, Cultural Factors, Economically Disadvantaged, Educationally Disadvantaged, Federal Programs, Health, Living Standards, *Mexican Americans, *Migrant Problems, *Migrants, Rural Areas, State Agencies, State Programs, Urban Immigration
Identifiers—New Mexico
The intent of this report, as stated, is to bring about an awareness of the kinds of problems faced by migrant agricultural workers (Mexican Americans and Navajos), by farmers, and by agencies offering services to these migrants in New Mexico. An overview of the national and state migrant situation is presented, as well as case studies of various New Mexico counties, a discussion of the overall lifestyles of the Mexican American of northern New Mexico and the Navajos on the reservation, economies of the 2 groups, and the role of technology and mechanization. Agency services are described in terms of such areas as housing conditions, health and sanitation, education, economic conditions, social services, labor management and crew leaders, and transportation. Migrant problems discussed include wages (annual average wage of $922); child labor (25% of the migrant work force are under age 16); education (average grade level was 8.6 in 1967, with 17% of these being functionally illiterate); health (per capita health expenditure in 1967 was $12 compared to $200 for the total population); inadequate housing; and benefits (exclusion of unemployment insurance, Social Security, and Workmen's Compensation). State resources, a listing of state agencies, and a bibliography are appended. (JB)

ED 055 698 RC 005 631
Davis, Bertha M. And Others
Teaching Reading to the Bilingual Child: Motivational Techniques. Sharing Ideas, Volume 7, Number 6.
Arizona State Dept. of Education, Phoenix.
Pub Date 70
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bilingual Students, Elementary Grades, English (Second Language), Grade 7, Grade 8, Kindergarten, *Learning Activities, *Motivation Techniques, *Reading Instruction
Identifiers—Navajos
The motivational techniques presented in this document were prepared by participants in the Education 641 Workshop (Teaching Reading to Bilinguals) during a 1970 summer session at Northern Arizona University, Flagstaff. The 42 contributors (some are Navajo or speak Navajo) describe techniques that they have used in teaching reading of English to Navajo children in grades K-8. Activities and techniques are arranged by grade level. (BO)

ED 055 699 RC 005 632
Spanish-Surname Farm Operators in Southern Texas.
Economic Research Service (DOA), Washington, D.C.
Report No—AER-162
Pub Date Jun 69
Note—69p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Assessed Valuation, Cross Cultural Studies, Educational Disadvantagement, Employment Level, *Family Characteristics, *Family Income, *Farm Accounts, *Farmers, Farm Labor Supply, *Mexican Americans, Operating Expenses, Rural Areas, Tables (Data)
Identifiers—Southern Texas
The Economic Research Service has used 1964 census data to develop information on the characteristics of Spanish-surname farmers in 14 Texas counties. Selected characteristics were examined for this population and for non-Spanish-surnamed farm operators in the same counties. It was found, for example, that Mexican American farm-operator families generally had low incomes in the 14 Texas counties where they were found in significant numbers. Their sales of farm products averaged less than one-fourth of those for the Anglos in these counties, and their outside incomes were 40% lower. Moreover, their households averaged 1.2 persons larger than those of their neighbors. The Spanish-surname farm operators had fewer years of formal education than the others. Only 40% of the former had finished 8 elementary grades versus 75% of the others, and only 18% were high school graduates versus 42%. The educational disadvantage of the Spanish-surname operators on low-production farms was greater than that of those on larger farms, and greater when measured at the high school than elementary school level. As noted, data relating to farm expenditures, value of land and buildings, and family characteristics and income were based on only a sample of farms, rather than a complete enumeration. Thus, some of the observed differences may be due in part to sampling error. (BO)

ED 055 700 80 RC 005 641
Nuevas Vistas. A Report of the Annual Conference of the California State Department of Education (3rd, Los Angeles, April 24-26, 1969).
California State Dept. of Education, Sacramento.
Pub Date 70
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Bilingual Education, *Conference Reports, *Cultural Factors, Curriculum Development, Demonstrations (Educational), *Educational Problems, Human Relations, *Mexican Americans, Program Descriptions, State Legislation, Testing, Workshops
Identifiers—*California
The third Annual Nuevas Vistas Conference focused on the state's responsibility for providing equal educational opportunities for California citizens of Mexican descent. Practical solutions to the problems of educating Mexican American pupils were identified, and progress since the first Nuevas Vistas conference was reviewed. Included in the conference report are special presentations, progress reports of ongoing projects in Mexican American education, and summary reports of (1) model programs for the bilingual child, (2) small group workshops held during the conference, and (3) conference demonstrations of educational techniques and materials. Related documents are ED 020 844 and ED 033 808. (JH)

ED 055 701 RC 005 643
Jones, Orville E. Swan, Malcolm D., Jr.
Parents' Perceptions of Resident Outdoor Education, Rockford Outdoor School and Taft Campus, Illinois: A Comparison. Taft Campus Occasional Paper No. 4.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date 71
Note—78p.
Available from—Lorado Taft Field Campus, Box 299, Oregon, Illinois 61061
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Ecology, Financial Support, Literature Reviews, Opinions, *Outdoor Education, *Parent Attitudes, Program Descriptions, Program Development, *Program Evaluation, Recreational Activities, *Resident Camp Programs, Values
Evaluating 566 opinionnaires of the 1,400 distributed to parents whose children had participated in programs at 1 of 2 resident outdoor education centers in northern Illinois--the Rockford Outdoor School and the Lorado Taft Field Campus--this study sought (1) to determine what parents perceive to be the values and outcomes of the resident outdoor education program; (2) to learn whether parents endorse continuation of the resident program; (3) to ascertain who parents think should assume financial responsibility for selected aspects of the resident program; and (4) to provide parents an opportunity to make suggestions to improve the program of resident outdoor education. In the survey, validity and reliability of the parental perceptions, opinions, and attitudes were not sought; however, it was felt that the parents' responses were important in determining whether the programs were to receive public support or public condemnation. Thirteen conclusions, 10 recommendations, and 2 appendixes showing parents' comments and suggestions are included, along with 10 tables. (MJB)

ED 055 702 24 RC 005 647
Altus, David M., Comp.
Outdoor Education, A Selected Bibliography. Supplement No. 1.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-2629
Pub Date Aug 71
Contract—OEC-1-6-062469-1547
Note—264p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0832, $2.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Abstracts, *Bibliographies, *Conservation Education, *Ecology, Educational Research, Instructional Materials, *Outdoor Education, Program Descriptions, *Recreation
Some 125 documents and 217 journal articles published between 1960 and 1970 are cited in this bibliography on outdoor education. Part I contains citations and abstracts which have appeared in "Research in Education" from January 1970 through July 1971. Part II includes citations of journal articles from "Current Index to Journals in Education" from the first issue in January 1969 through the July 1971 issue. In addition to outdoor education, the areas of conservation education, recreation, and ecology are represented in this publication. Types of materials cited include research reports, descriptions of programs, and materials for instructional use. An index of subject terms facilitates location of documents in a specific subject area. Ordering information for ERIC materials is presented. This bibliography is the first in a series of planned supplements to ED 037 285. (JH)

ED 055 703 RC 005 649
Maynes, J. O., Jr.
House Bill No. 1: Special English Classes. Evaluation.
Arizona State Dept. of Education, Phoenix.
Pub Date Oct 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, *Bilingual Education, *English (Second Language), Minority Groups, *Primary Grades, Program Development, *Program Effectiveness, Program Evaluation, Spanish Speaking, *State Programs
Identifiers—Arizona
Defining the overall objective of bilingual education to be the integration of the child into the mainstream of American life while maintaining audiolingual skills in both English and the native language without losing certain aspects of the subculture, this report summarizes information from 19 school districts involved in special English classes funded under the Arizona State House Bill No. 1. Utilizing results derived from the Monroe Oral Language Scale for 16 of the 19 school districts involving approximately 6,000 predominately Spanish-speaking or American Indian children (grades 1 through 3), significant progress in oral language development during the interim between pre- and post-tests was found. Although no controls were used to account for maturation effects, it was deemed probable that the gains were due to the special English classes. Among the recommendations, it is noted that a uniform testing methodology be implemented and that the comparison of results between different school districts be avoided. Further recommendations encompass financing and program development. Two references and 1 table are included. A related document is ED 044 192. (MJB)

ED 055 704 RC 005 653
Stout, Irving W. Moore, Josiah
Report of a Survey to Determine the Educational Needs of Papago Children and Adults with Recommendations for the Fulfillment of Those Needs.
Arizona State Univ., Tempe.
Spons Agency—Office of Economic Opportunity, Washington, D.C.; Papago Tribal Council, Sells, Ariz.
Pub Date 65
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, Community Involvement, *Cultural Factors, *Demography, *Education, Family (Sociological Unit), Home Furnishings, Language Usage, Occupational Surveys, Reservations (Indian), *Socioeconomic Influences, Statistical Surveys, Tables (Data)
Identifiers—*Papagos
Interview findings, analysis of the findings, and recommendations for further action (with suggested proposals) are contained in this report of a 1965 survey wherein 538 Papago families, representing each district of the Papago Indian Reservation, were interviewed. The survey, part of an overall plan leading to a community action program funded under the Economic Opportunity Act of 1964, gathered information on such factors as parents' schooling and use of English; present occupation, work training, and work experience; the villages; the homes; the people; and the children. In the report, the 3 groups of recommendations (approximately 20) based on the findings are those having to do with work, those dealing directly with education, and those having direct bearing on methods of carrying out the recommendations for work and education. Among the suggested proposals to be prepared and submitted to the Office of Economic Opportunity are those which will result in an economic, legal, and engineering audit of the possibility for work opportunities on the reservation; a self-help training program designed to make it possible for persons to keep up their homes and their home equipment; preschools; additional parent-child centers; adult education programs; development of community planning and action; and leadership recruitment and training. (JB)

ED 055 705 RC 005 654
Annual Report of the Office of Indian Affairs from the Director and the Supervisors of Indian Education for the State of Minnesota, 1969-70.
Minnesota State Dept. of Education, St. Paul.
Pub Date 70
Note—75p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance, Curriculum, Dropout Rate, Educational Finance, Educational Innovation, Inservice Teacher Education, Parent Participation, *Program Descriptions, *Public Education, Relevance (Education), School Services, *State Departments of Education, State Federal Aid, State Programs
Identifiers—Johnson O Malley Act, Minnesota
The 1969-70 report on Indian education in the public schools of Minnesota presents data on finances; enrollment; attendance; dropouts; graduates; taxes; and costs of schooling, hot lunches, and transportation. Included in the report are discussions of such problems as the high dropout rate and low attendance rate of Indian children, especially at the secondary level; these problems are attributed to factors such as the unrelatedness of the educational program to the background and needs of Indian students, the critical shortage of Indian teachers, the movement of Indian families from reservation to metropolis and back, and the low level of Indian involvement in education. Federal and state programs designed to solve these and other problems are also described, including the operation of state and local Indian education advisory committees composed of Indians; the Indian scholarship, higher education, and guidance services program; inservice training of non-Indian teachers; the rewriting of instructional materials; the dissemination of materials relating to Indian life, history, and culture; and the reorganization of the State Department of Education, involving the creation of a full-time Director of Indian Education. Included among the 15 tables is the Johnson-O'Malley Annual Financial Report. (BO)

ED 055 706 24 RC 005 655
Altus, David M., Comp.
Migrant Education, A Selected Bibliography. Supplement No. 2.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-2469
Pub Date Aug 71
Contract—OEC-1-6-062469-1574
Note—140p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-0850, $1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Bibliographies, *Educational Programs, English (Second Language), Mexican Americans, Migrant Children, *Migrant Education, Migrant Workers, Minority Groups, Program Evaluation, *Publications, Subject Index Terms
Ninety documents and 44 journal articles published between 1964 and 1970 are cited in this bibliography on migrant education. Part I contains citations and abstracts which have appeared in "Research in Education" from June 1970 through March 1971. Part II includes citations of journal articles from "Current Index to Journals in Education" from the first issue in January 1969 through the July 1971 issue. The citations include a wide variety of resource materials (research and program reports, guides, books, etc.) which examine educational needs of migrant families and educational programs for migrant youth and adults. An index of subject terms facilitates location of documents in a specific subject area. Pricing information and availabilities of documents are provided. This bibliography is the second in a series of planned supplements to the basic bibliography, ED 028 011; Supplement No. 1 is ED 040 002. (JH)

ED 055 707 RC 005 657
Are You Listening, Neighbor? Report of the Indian Affairs Task Force.
Washington State Indian Affairs Task Force, Olympia.
Pub Date 71
Note—110p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Attitudes, *Civil Rights, Cultural Factors, Educational Disadvantagement, History, Housing, Legislation, *Socioeconomic Influences, *State Action, Welfare Services, Zoning
Identifiers—Washington State
As stated, this Indian-prepared document deals with relations between Washington State and her Indian citizens (estimated to be over 25,000) and contains Indian thinking, views, and opinions. The 14 chapters deal with such topics as national Indian policy, the cultural clash, jurisdiction on the reservation, zoning on the reservation, tribal fishing rights, Indian water rights, employment and economics on the reservation, public assistance, health, education, and housing. Incorporated in most of the chapters are recommendations of the Indian Affairs Task Force, a joint task force of the Governor's Advisory Council on Urban Affairs and the Governor's Indian Advisory Committee. The appendixes include discussions of tribal sovereignty, Indian citizenship, and taxation. Also appended are excerpts from the Treaty of Point Elliott (1855), Task Force legislative proposals, Federal and state Indian legislation, and lists of tribal leaders and Indian organizations. (JB)

ED 055 708 RC 005 658
Revitalizing Rural Washington: Report and Recommendations of the Governor's Task Force on Rural Affairs.
Governor's Task Force on Rural Affairs, Olympia, Wash.
Pub Date May 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, Board of Education Role, Communication Problems, *Community Study, Community Surveys, Economic Factors, Educational Strategies, Governmental Structure, Mexican Americans, Migrants, *Population Trends, Problems, Program Proposals, *Rural Areas, *Rural Development, Rural Environment, Rural Population, Rural Resettlement, *State Action, Welfare
Identifiers—Washington State
Recognizing that urban and rural problems are interconnected, the Governor's Advisory Council on Urban Affairs (State of Washington), made a recommendation that led to formation (in 1970) of the Task Force on Rural Affairs. The report of that task force identifies the continuing technological revolution in agriculture as an important cause of (1) the migration of rural people to the cities as agricultural jobs decline and (2) the consequent loss of population, service jobs, and services in rural areas of Washington. In encouraging development of a sound balance between urban and rural areas, the task force report gives 12 principal recommendations covering 4 areas: rural-urban population shifts; governmental sturcture; health and housing; and public services. Recommendations include (1) decentralizing industrial development, (2) requiring counties and cities to enact land-use regulations, (3) creating a state housing corporation, and (4) developing standards to measure the quality of education throughout the state. An appendix includes results of surveys of 3 rural towns, 124 Lincoln County college students, and 49 migrant workers; these surveys provided information in terms of rural-urban population shifts, attitudes and aspirations of college students resulting from residence in a small town, and socioeconomic influences as related to migrant workers. (BO)

ED 055 709 RC 005 661
Poehlman, Charles H.
Indian Education Program. Annual Report, 1970-1971 to United States Bureau of Indian Affairs.
Nevada State Dept. of Education, Carson City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date Oct 71
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Programs, *American Indians, *Annual Reports, Community Involvement, Cultural Background, Dropouts, Education, *Educational Finance, Enrichment Activities, Enrollment, Evening Classes, *Federal Aid, Program Descriptions, School Community Relationship, *State Programs, Student Needs
Identifiers—Johnson O Malley Act, Nevada
After a 2-page history of the Johnson-O'Malley Act, which provides funds for Indian children attending public schools, basic objectives for educational programs, the problems encountered in developing these programs, and accompanying recommendations are discussed. Tabular reports of Johnson-O'Malley (JOM) expenditures are then presented in composite and by school district, and beneficiaries of special fund allocations are enumerated. Three successful programs for Indian children in Nevada are described: (1) the Moapa Summer Educational-Recreational Program (Clark County School District), (2) the Summer Reading Program for Primary Students (a 1-school program in Lyon County School District), and (3) the Indian Pre-School Summer Education Program (Churchill County School District). Public Law 89-10 Title I programs serving Indian children in Nevada are listed; also presented are school district news (by district), enrollment and attendance data (by district), results of the Nevada Indian Dropout Study, Nevada's plan for distribution of JOM contract funds, and procedures for determination of state apportionment for Nevada public schools. Related documents are ED 013 147, ED 032 143, ED 032 186, and ED 044 218. (MJB)

ED 055 710 RC 005 663
Youth Action and Youth Issues in Appalachia. A Report from the Youth Development Leadership Program of the Appalachian Regional Commission.
Appalachian Regional Commission, Washington, D.C.
Pub Date Apr 71
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Dropouts, Government Role, Health Programs, *Internship Programs, *Leadership Training, Migration, Program Evaluation, Regional Programs, *Rural Youth, Services, *Youth Programs
Identifiers—*Appalachia
The Youth Leadership Development Program was established in July 1969 to aid Appalachian communities in encouraging young people in the region to remain in Appalachia, to help build the future, and to become a new generation of leaders. During the summer of 1970, Appalachian Regional Commission assistance enabled more than 500 Appalachian young people to participate as interns in all types of developmental projects in the region via a service-learning approach. Each project involved the participation of the young people in the affairs of the region. This first annual report summarizes some of the philosophy and activities of the program and presents internship evaluations. Also included are discussions of higher education, long-range planning for youth programs on the national and state levels, state youth foundations (a proposed model), Appalachian migration, Appalachian studies programs, and helping Appalachian Vietnam veterans as these considerations relate to preparing Appalachian young people for leadership. A 1970 internship list is appended. (JB)

ED 055 711 RC 005 665
Romano-V., Octavio Ignacio, Ed.
Voices: Readings from "El Grito, A Journal of Contemporary Mexican American Thought," 1967-1971.
Pub Date 71
Note—211p.
Available from—Quinto Sol Publications, Inc., P.O. Box 9275, Berkeley, California 94709 ($3.50 for paperback; $6.50 for hardcover)
Document Not Available from EDRS.
Descriptors—Drug Abuse, *Education, *Essays, *Ethnic Stereotypes, Legal Problems, Library Services, Mexican American History, *Mexican Americans, *Minority Role, Social Discrimination, Socioeconomic Influences, Test Bias
Sixteen articles previously published in "El Grito: A Journal of Contemporary Mexican American Thought" are contained in this document. They represent those articles from "El Grito" which have had the largest impact on readers as well as representing the major concerns of Mexican American writers from 1967 to 1971. In addition to depicting Chicano history, the articles are intended to constitute baselines and provide leads for research and writings with a Chicano perspective. The 4 parts of the document are (1) Stereotypes and the Distortion of History, (2) The Chicano Struggle, (3) Education and the Chicano, and (4) Chicanos in the Modern State. The articles on education emphasize problems of Mexican American children, culturally biased tests, and library services. (JH)

ED 055 712 RC 005 666
Swan, Malcolm D., Ed.
Tips and Tricks in Outdoor Education. Approaches to Providing Children with Educational Experiences in the Out-of-Doors.
Pub Date 70
Note—184p.
Available from—The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 ($3.95)
Document Not Available from EDRS.
Descriptors—Community Resources, *Conservation Education, Creative Expression, Ecology, *Field Trips, Instructional Trips, Learning Activities, Map Skills, Measurement, *Outdoor Education, Recreation, *Science Education, *Teaching Guides, Trails

A revision of the Lorado Taft Field Campus' 1968 "Instructional Materials Packet" on providing children with educational experiences outside the classroom, this book contains materials, tips, worksheets, and plans for offering students an opportunity for supplementary outdoor experiences in a variety of subject-matter areas: animal studies, creative expression, ecology, geology and soils, magnetic compasses, measurement and mapping, nature arts and crafts, plants, outdoor recreation, water, and weather. The book also includes tips on planning and conducting field experiences and follow-up activities. (BO)

ED 055 713 RC 005 667
Minock, Sonya Nesch
Factors Associated with Deviant Behavior at Intermountain School.
Pub Date 70
Note—63p.; Master's thesis submitted to Utah State University, Logan, Utah
Available from—Inter-Library Loan from Utah State University, Logan, Utah.
Document Not Available from EDRS.
Descriptors—Academic Achievement, *American Indians, *Boarding Schools, Family (Sociological Unit), Interviews, *Masters Theses, Research, *Secondary School Students, Sex Differences, *Socially Deviant Behavior
Identifiers—Navajos

The types and frequency of deviance, and the relationship between deviance and factors in the pre-Intermountain, Intermountain, and post-Intermountain experiences, were studied using the male population of the 1964 graduating class at Intermountain School, Brigham City, Utah. Among the important findings, it was noted that (1) of 233 total deviant acts, 84 were time-schedule violations and 66 were drinking and drinking-related violations; (2) the quantitative pattern of deviance was about rhe same during grades 10 and 11 and then decreased during grade 12; (3) there was an inverse relationship between family size and deviance; (4) the lowest average deviance rate occurred among those students whose parents were living together; (5) the students who started school at ages 6 to 7 had the lowest average deviance rate; (6) there was a negative correlation between grade point average and degree of deviance; (7) deviants had higher average scores than non-deviants on 10 of 20 characteristics evaluated by counselors and teachers; and (8) the former Intermountain students with the highest post-high-school "productive activity" scores also had the highest high school average deviance rate. (Author/LS)

ED 055 714 RC 005 668
Bogie, Donald Wayne
Sociocultural Differences Among Three Areas in Kentucky as Determinants of Educational and Occupational Aspirations and Expectations of Rural Youth.
Pub Date 70
Note—232p.; Doctor's dissertation submitted to the University of Kentucky, Lexington, Kentucky
Available from—Inter-Library Loan from West Virginia University, Morgantown, West Virginia
Document Not Available from EDRS.
Descriptors—Academic Aspiration, *Aspiration, Doctoral Theses, Economic Factors, *Expectation, *High School Students, Industrialization, Migration Patterns, Occupational Aspiration, Parent Attitudes, *Rural Environment, Rural Youth, Seniors, Sex Differences, Sociocultural Patterns, Sociology
Identifiers—Kentucky

In an effort to determine whether there are differences in areas of residence that affect the aspirations and expectations of young people living therein, this study examined occupational and educational aspirations of 1,835 rural high school seniors from 3 sociocultural contexts in Kentucky: (1) a low-opportunity, rural-poverty area in central Kentucky, (2) a rather prosperous agricultural area in central Kentucky, and (3) an industrializing semi-rural area in western Kentucky. Data obtained by author-constructed questionnaires were analyzed in terms of regional variations in occupational and educational choice patterns among youth in the 3 areas; however, introduction of the 3 control variables--socioeconomic status, intelligence test scores, and perceived parental interest--accounted for most of the variations found prior to the analysis using the control variables. It was concluded that, although area of residence may be significant for some populations, the area context does not appear to significantly affect occupational and educational expectations of this group of seniors. Rather, the control variables in the study best appear to explain the variations. Thus, only 1 of the 6 original study hypotheses was clearly supported: that youth from eastern Kentucky, regardless of sex, would show greater propensity to migrate from their home countries than youth from central or western Kentucky. Four appendixes, 40 tables, 2 illustrations, and an 83-item bibliography are included. (MJB)

ED 055 715 RC 005 669
LaGra, Jerry L. Barkley, Paul W.
Income and Expense Records of 17 Mexican-American Families.
Washington State Univ., Pullman. Washington Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.
Report No—AES-C-526
Pub Date Oct 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agricultural Laborers, *Expenditures, *Family Income, *Living Standards, *Mexican Americans, Migrant Workers, Relocation, *Socioeconomic Status

A selected group of 17 Mexican American families who went to the Othello, Washington, area as migrant agricultural workers and tried to become a part of the resident population were studied to learn something of the earnings and spending habits of ex-migrant Mexican American families in Othello. To obtain accurate data on income and expenses, a detailed record book was placed in each participating home. In addition, an interview schedule was used in seeking socioeconomic information. The interview schedule yielded data on estimated incomes and expenses of the families during the 1968 calendar year. The record book yielded day-to-day information during a 2-month period. The decision makers in the families studied were found to have desires and motives much like those of other middle-class or lower-middle-class families. The most significant difference was that the families studied depended upon income from highly variable sources. Although family income was quite acceptable or even quite high during a given period, the accumulation of debts from past periods or the anticipation of future periods of low income often required that the family live at a level incommensurate with current income. (JH)

ED 055 716 95 RC 005 672
Forbes, Jack D. And Others
Handbook of Native American Studies and Chronology of Native American History.
California Univ., Davis. Tecumseh Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 70
Note—236p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*American Indians, Anthropology, *College Curriculum, Cultural Factors, *Curriculum Guides, *Ethnic Studies, History, *Program Development

Intended as "a practical guide to the development of Native American Studies programs, Native American Studies courses, and Indian-oriented higher education programs," this handbook places emphasis upon materials actually utilized in the development of Native American Studies at the University of California, Davis, and in the creation of Deganawidah-Quetzalcoatl University. Chapter headings are "Native American Studies and Ethnic Studies;" "Autonomy or Integration: Structural Arrangements for Native American Studies Programs;" "Materials Utilized in the Development of Native American Studies at the University of California, Davis;" "Selections from the Brief Proposal for Deganawidah-Quetzalcoatl University; "Thoughts on the Development of Programs at Deganawidah-Quetzalcoatl University;" and "Sample Courses and Course Outlines." Also included is a 111-page chronology of Native American history (with emphasis on the U.S.) from 100,000 B.P. (Before the Present) to April 1971. Although it is noted that the chronology represents only a beginning in the vast effort to record the facts of Native American development, it is hoped that the chronology will be useful to instructors in Indian history and that it will serve as a beginning point for a more complete chronology. (JB)

ED 055 717 RC 005 673
Keller, Charles, Comp. And Others
A Selected Bibliography of Materials Related to American Indian Education, Economics and Deviant Behavior.
Eastern Illinois Univ., Charleston.
Spons Agency—Moorhead State Coll., Minn.; Upper Midwest Research and Development Council, Minneapolis, Minn.
Pub Date Nov 70
Note—42p.
Available from—Professor Charles Keller, Eastern Illinois University, Charleston, Illinois 61920 (free while supply lasts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bibliographies, Delinquency, Doctoral Theses, *Economics, *Education, Human Resources, Masters Theses, Publications, Reports, Resource Materials, *Socially Deviant Behavior

More than 500 citations of resource materials published between 1907 and 1968 on the education, economics, and deviant behavior of the American Indian are included in this bibliography, which is intended for persons, agencies, or organizations interested in serious research of the problems of American Indians. Materials relating to education are grouped under "Books;" "Reports, Studies and Journal Articles;" or "Theses and Dissertations." Materials relating to deviant behavior are grouped alphabetically in a single list. Names and addresses of resource persons and organizations to contact are included. (JH)

ED 055 718 RC 005 674
Hamblin, John Ray
A Study of Some of the Important Factors Which Encourage Indian Students in Apache and Navajo Counties in Arizona to Seek a Higher Education After High School Graduation.
Pub Date Aug 63
Note—93p.; Master's thesis submitted to Brigham Young University, Provo, Utah
Available from—Inter-Library Loan from Brigham Young University, Provo, Utah
Document Not Available from EDRS.
Descriptors—*Academic Aspiration, *American Indians, Family (Sociological Unit), Financial Needs, Grade 12, *Higher Education, *Motivation, Parent Attitudes, Scholarships, *Socioeconomic Influences, Teacher Attitudes
Identifiers—Arizona

This master's thesis sought to examine factors which encourage Indian students in Apache and Navajo counties in Arizona to seek higher education after high school graduation. Information was sought in an attempt to answer the following question: What effect do the tribal scholarship fund, students themselves, parents, high school teachers, and friends have on encouraging Indian students to seek higher education? Utilizing 126 completed questionnaires received from Indian seniors in 8 high schools and 40 completed questionnaires received from teachers of these students, the data were organized into 4 sections: student background and personal data, Indian family data, scholarship data, and teacher and school data. Among the conclusions, it was noted that most Indian high school seniors had a strong desire to continue high school and improve themselves; most graduating seniors were realistic in their educational desires; scholarships needed to be large enough to provide for essential student needs; parents were important in encouraging the students to seek higher education; and many indi-

an parents had unsteady income, thereby negating a secure source of money for their children's pursuits of higher education. Included are 6 recommendations, a 36-item bibliography, 26 tables, and the student and teacher questionnaires. (MJB)

ED 055 719 RC 005 675
Arnold, Robert D. And Others
Alaska Natives & the Land.
Federal Field Committee for Development Planning in Alaska, Anchorage.
Pub Date Oct 68
Note—1026p.
Available from—Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402 ($16.00)
EDRS Price MF-$0.65 HC-$37.19
Descriptors—*American Indians, *Background, Culture, Decision Making, Demography, Development, Ecology, Economics, Education, *Ethnology, Facilities, Government (Administrative Body), Health, Land Settlement, *Land Use, Needs, Nomads, Occupations, Organization, Policy, Recreation, Resources, Rural Areas, Services, *Surveys
Identifiers—*Alaska
Pursuant to the Native land claims within Alaska, this compilation of background data and interpretive materials relevant to a fair resolution of the Alaska Native problem seeks to record data and information on the Native peoples; the land and resources of Alaska and their uses by the people in the past and present; land ownership; and future needs of the Native peoples, the State of Alaska, and the Federal Government. The document contains 9 chapters: "Alaska Natives Today: An Overview" (Population Distribution and Growth, Variety and Similarity, Jobs and Earned Income, Public and General Assistance, Education, Health, Native Organizations, Federal Spending and Alaska Natives); "Village Alaska" (General Characteristics, Economy of Village Alaska, Education and Training, Housing and Facilities, Health Status, Future of Villages and Governmental Policy); "Land & Ethnic Relationships" (The Land, Regional Analysis, Regional Characterization and Ethnic Identification, Regional Occupation and Livelihood Patterns); "Natural Resources" (Significance, Surface Resources [wildlife, water, agriculutre, forests, fisheries, and recreation], Subsurface Resources [locatable and leasable mineral resources]); "The Land Issue" (History: Review of Laws and Policy, Present Status of Lands Statewide and Regionally, The Land Conflict); "Economic Development" (Alaska's Economic Development, Impact of Economic Development on Native Welfare, Economic Consequences of Settlement); and "Framework for Decision" (Elements of the Problem, Elements of the Settlement). Included are 579 figures and a 253-item bibliography. A map illustrating locations of Native communities comes with the document if ordered through GPO. (MJB)

ED 055 720 RC 005 676
Resident Outdoor Education: An Experimental Venture.
South-Western City School District, Grove City, Ohio.
Pub Date 11 Jul 68
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activity Learning, *Educational Planning, *Grade 5, *Outdoor Education, Parent Teacher Cooperation, Program Evaluation, *Resident Camp Programs, Social Responsibility, Student Opinion, Student Teacher Relationship
Identifiers—Ohio
The document discusses a 5-day outdoor education program held in the spring of 1968 for 31 fifth graders from Prairie Lincoln Elementary School, Grove City, Ohio; site of the self-supporting resident experience ($23 estimated cost per student) was The Columbus Presbytery Camp, Lancaster, Ohio. As reported, the primary purpose of the outdoor experience was to develop social responsibility for planning wherein the students and their teacher cooperatively pre-planned language arts, mathematics, social studies, science, health, physical education, and art activities. The chronological planning summary offered in the document is supplemented by an activities schedule, follow-up activities such as student logs and student writings, children's evaluations, a parents' questionnaire summary, teachers' evaluations, and the outdoor education supervisor's evaluation which noted that, as a first try, this experience was "a success in every respect" and that future ventures should work to reduce the pressures, slow down the pace, and gain consistency in leadership by developing in the helping teachers a better understanding of what is to be accomplished. The 12-page appendix to the document includes the parent information handout and permission slip, a bedding and clothing list, a health information sheet, a list of cook-out supplies and the menu, and an equipment list. (JB)

ED 055 721 RC 005 678
Donaldson, George W.
The Crystal Lake Outdoor Education Story.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date [70]
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Agencies (Public), Educational Legislation, *Educational Programs, *Elementary School Students, Federal Aid, In-service Education, *Outdoor Education, *Program Administration, *School Community Relationship
Identifiers—Illinois
A 3-year school-community outdoor education program in the elementary school district in Crystal Lake, Illinois, was funded in 1967 under Title III of the Elementary and Secondary Education Act. Success of the project was such that the board of education agreed to fund the program locally and enlarge its scope. As reported, the keynotes were innovative and exemplary educational practices, notably in organization and administration. Such practices included the following: the project (1) was carried on by 2 agencies of the local government--the school district and the Crystal Lake Park District; (2) was a multidistrict program and a school-community effort; (3) was professionally planned and directed and has produced several professional publications; (4) was accompanied by in-service education activities such as workshops, institutes, and conferences; (5) was university-related (Northern Illinois University); and (6) has experienced steady growth, having approximately 9,000 child-days of participation in 1967-68 and 14,000 in 1969-70. (JB)

ED 055 722 RC 005 680
Aranda, Robert G. Acosta, Phyllis B.
Migration, Culture and Health of Mexican Americans in an Acculturation Gradient.
Spons Agency—California Univ., San Diego.; Office of Economic Opportunity, Washington, D.C.
Pub Date [71]
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acculturation, *Family Characteristics, Health, *Medical Services, *Mexican Americans, Migration, Minority Groups, Parental Background, *Pregnancy, Research, Tables (Data)
Identifiers—California
In East Los Angeles, 26 Mexican American families with children in Head Start responded to a questionnaire gathering data on birthplace, family income, occupation, individuals in the home, dietary intake and habits of the children, food buying and preparation practices, and pregnancy history of the mothers. In San Ysidro, 101 Mexican American families reported the same kinds of information. Only family descriptions and pregnancy histories are included in this report, which reflects, among other findings, that in Los Angeles 31% of the mothers and 35% of the fathers were Mexican-born while in San Ysidro 78% of the mothers and 69% of the fathers were Mexican-born; mean family size in Los Angeles and San Ysidro was 5.8 individuals and was unaffected by birthplace of parents; fathers resided in 65% of the homes in Los Angeles and in 88% of the homes in San Ysidro; fewer U.S.-born fathers were employed both in Los Angeles and San Ysidro than Mexican-born fathers; Mexican-born women appeared to be in poorer health during pregnancy than U.S.-born women; health status of the women became worse as they migrated farther north; in Los Angeles, 96% of the women received medical care during pregnancy while 93% in San Ysidro received care; more U.S.-born women failed to obtain care than Mexican-born women; more Mexican-born women had medical problems during pregnancy than did U.S.-born women; in Los Angeles, a greater percentage of Mexican-born failed to carry fetus to term than U.S.-born while in San Ysidro a higher percentage of U.S.-born women aborted; and the prematurity rates in Los Angeles and San Ysidro in both U.S.- and Mexican-born women were well below the national average. (JB)

ED 055 723 RC 005 686
Selected Outdoor Recreation Statistics.
Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.
Pub Date Mar 71
Note—144p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 2416-0041, $1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Bureaucracy, Employment, Federal Legislation, Financial Support, Outdoor Education, Planning, *Programs, *Recreation, Recreational Activities, Resources, *Services, State Agencies, State Federal Aid, State Recreation Legislation, *Surveys, *Tables (Data)
In this recreational information report, 96 tables are compiled from Bureau of Outdoor Recreation programs and surveys, other governmental agencies, and private sources. Eight sections comprise the document: (1) The Bureau of Outdoor Recreation, (2) Federal Assistance to Recreation, (3) Recreation Surveys for Planning, (4) Selected Statistics of Federal and State Agencies, (5) Governmental Finances and Employment, (6) Recreation Expenditures and Prices, and Private Production and Services, (7) Detailed Statistics for Specific Activities (Golf, Hunting, and Fishing), and (8) Special Studies of Recreation Resources. Each section contains tables of data preceded by an introduction providing background information, explanation of terms, and sources of information. Included are an appendix (Major Legislative Authority of the Bureau of Outdoor Recreation) and a subject index. (MJB)

ED 055 724 RC 005 687
Weinman, Paul L.
A Bibliography of the Iroquoian Literature, Partially Annotated.
New York State Education Dept., Albany. New York State Museum and Science Service.
Report No—Bull-411
Pub Date Dec 69
Note—261p.
Available from—New York State Education Department, c/o New York State Museum and Science Service, State Education Department, Albany, New York 12224 ($1.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*American Indians, Anthropology, Archaeology, *Bibliographies, Biographies, *Culture, *History, Language, Mythology, Religion, *Resource Materials
Identifiers—*Iroquois
More than 2500 documents published between 1609 and 1967 are cited in this bibliography of literature on the Iroquois Indians. Annotations are included for those articles and books which are readily available. Originally designed as a collection of references for New York State teachers faced with a new 7th-grade social studies curriculum which included the study of Iroquois Indians, the bibliography in its present form is "a potentially valuable aid" for students, scholars, and researchers. Related citations are grouped under specific subject headings. (JH)

ED 055 725 24 RC 005 689
Peccolo, Charles M.
Little Tennessee Valley Charrette. Final Report.
Alcoa City School System, Tenn.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-1-D-013
Pub Date 31 Oct 71
Grant—OEG-4-71-0059
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizen Participation, *Community Support, *Cooperatives, *Educational Needs, Educational Planning, *Evaluation, *Rural Areas

Identifiers—Appalachia, Tennessee

Purpose of the study was to evaluate the effectiveness of the Little Tennessee Valley Charrette, a 3-county experiment in community participation in identification of educational needs and planning new programs. An evaluation team interviewed charrette participants and group discussion leaders to obtain information on the program as the basis for determining its effectiveness. The evaluation team found that the principal concern unifying the 3 counties had to do with the establishment of an educational cooperative. A major conclusion of the study was that further activities be aimed at the establishment of such a cooperative. Appended to the final report of the evaluation team are (1) the full text of the evaluation team's recommendations and (2) an assimilated version of the charrette findings for Blount, London, and Monroe counties in terms of curriculum; vocational, continuing, and adult education; facilities; students; and organizational needs. (Author/JH)

ED 055 726 24 RC 005 691

Wright, Darrell Leonard, Deni

A Reading and Language Development System for Primary Grade Indian Students in the Pacific Northwest: A Feasibility Survey. Final Report.

Jefferson County School District 509-J, Madras, Oreg.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-1-J-031

Pub Date Oct 71

Contract—OEC-X-71-0031(057)

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Attitudes, *American Indians, Cultural Factors, *Feasibility Studies, History, *Language Development, Parent Attitudes, *Primary Grades, Question Answer Interviews, *Reading Development, Reservations (Indian), State Departments of Education, Student Opinion, Surveys, Tables (Data), Teacher Attitudes

Identifiers—Pacific Northwest

The objective of the survey was to seek answers to 2 questions: (1) According to tribal leaders, Indian parents, Indian students, state departments of education, local school administrators, and teachers, is a reading and language development system based upon Indian history and culture feasible? and (2) Is it feasible to design and create a reading and language development system which has a large enough potential population of users so that it is economically feasible as well as being effective and relevant to the diverse ethnic and racial groups found in public school primary classrooms? A stratified sample of Indian leaders, Indian parents, and Indian students (from the 2 Indian reservations of Idaho, Montana, Oregon, and Washington with the largest populations and the 2 Indian reservations in the 4 states with the smallest populations) and of state superintendents of public instruction, local school administrators, and teachers (from school districts related to the same Indian reservations) was interviewed and asked to complete a questionnaire. Survey results indicated that the Indian people and professional educators support the development of a reading and language system based upon Indian history and culture and agree that it is feasible. The open-ended comments of the Indian people indicated a strong personal need for culturally relevant material for primary grades. (Author/JB)

RE

ED 055 727 RE 003 602

Arnold, Richard D.

Reading Skills of Afro- and Mexican-American Students.

Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, Conference Reports, Disadvantaged Youth, Family Characteristics, *Grade 7, Intelligence Quotient, *Mexican Americans, *Negro Students, Phonics, Reading Comprehension, *Reading Research, *Reading Skills, Visual Discrimination, Word Recognition

Thirty-two Afro-American and 50 Mexican-American seventh graders were randomly selected from a school located in a central Texas low socioeconomic environment. The subjects were administered the New Developmental Reading Tests, The Silent Reading Diagnostic Tests, and The California Short-Form Test of Mental Maturity. When the two groups were compared, results from variance analyses indicated (1) there were no significant differences on all total test and subtest scores, (2) the Mexican-Americans averaged 4.29 months older, and (3) the Mexican-American group averaged 2.62 more children in the family. Chi-square analyses showed that (1) the Mexican-American group had more male heads of family ($p<01$), (2) the Afro-American group had more broken homes ($p<01$), and (3) there was no significant difference in terms of welfare assistance. The average scores of both groups ranged from 1/2 to 3 1/2 years below grade level except for visual analysis and syllabication. Both groups achieved higher scores for visual analysis than for phonics knowledge and for nonlanguage IQ than for language IQ. The author concluded that since both groups exhibit similar profiles in reading subskills, they could both profit equally from comparable instruction. Tables and references are included. (AW)

ED 055 728 RE 003 695

Minturn, Stella

In-Service Training Emphasis.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, *Content Reading, English, *Inservice Programs, Program Evaluation, Questionnaires, Reading Consultants, *Reading Instruction, Reading Skills, *Secondary School Teachers, Social Studies, Teacher Behavior, *Teacher Workshops

Under the Title I Secondary Reading Program in the Kansas City, Missouri School District, two to four reading consultants were assigned to each building to assist social studies and English teachers in grades 7 through 10. The reading consultants and the secondary reading coordinator were responsible for planning and conducting a monthly inservice teacher workshop. The purpose was to help the content teachers understand the nature of reading and increase their ability to teach reading skills at the same time the content is taught. As a result of an inventory questionnaire completed by participating teachers, it was decided that word recognition skills should be taught first, with at least three workshops devoted to these skills. In addition to the eight scheduled workshops, the Materials Preparation Center provided inservice sessions to help develop innovative materials and teaching strategies for secondary students. At least one workshop provided a demonstration class for teacher observation and critique. In addition, a monthly inservice meeting was conducted for the reading consultants to increase their ability in working with the teachers. The inservice program was evaluated by classroom observations made by the reading consultants and coordinator and by an evaluation form completed by teachers after each workshop. (AW)

ED 055 729 RE 003 719

Sheldon, William D.

What Research Tells Us About the Teaching of Reading.

Pub Date Apr 71

Note—16p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, Early Childhood Education, *Elementary School Students, *Literature Reviews, Reading Achievement, *Reading Programs, Reading Readiness, *Reading Research, Reading Tests, Vocabulary

A total of 39 research studies done during the period 1967 to 1970 are included in this review. Two of these are doctoral dissertations and the others are reported in journal articles. The overall concerns are the young child and elementary school children. The reviewed studies are divided into five categories: Pre-Reading Programs and Activities, Beginning Reading Instruction, Programs and Grouping Practices, Vocabulary and Word Analysis, and Reading Achievement and Some Correlates. The author concludes that a core of reading researchers who might develop important studies is still lacking. He contends that although there are a few individuals who have contributed continuously over the years, less than 20 percent of the studies come from experienced researchers in reading. A bibliography is included. (AW)

ED 055 730 RE 003 720

Quaintance, William

Developing Comprehension through Word Recognition Skills.

Pub Date 22 Apr 71

Note—7p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comprehension, Conference Reports, Language Arts, *Oral Communication, *Reading Comprehension, Reading Difficulty, *Skill Development, Vocabulary Development, *Word Recognition

Word recognition should not be separated from obtaining word meaning or comprehension. The first task of the teacher is to see that the child can handle spoken words adequately. Word mastery begins with learning basic labelling and categorization skills through experience with concrete objects; proceeds to learning words for actions, discriminations, and more abstract concepts such as time and location; and finally progresses through guided vocabulary development to learning words about words. The emphasis should be on consolidating and extending the child's oral vocabularies, on speaking in sentences, and on acquiring a respect for inflections. Then the child can be guided to learn the capabilities of language by reading and writing. While at first it might be necessary to tolerate substandard communication, the goal should remain precise, lucid exchange and evaluation of ideas through speech and reading. Separation of communication into listening, speaking, reading, and writing may be useful for reading teachers, but it is harmful to total language development. Word meaning cannot be learned in isolation; it begins with mastery of simple skills on the oral level and proceeds to increasingly more complex skills. (AW)

ED 055 731 RE 003 723

Martin, Clessen J.

Comprehension of Full Length and Telegraphic Prose Among Braille Readers.

Pub Date 21 Apr 71

Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Braille, *Prose, Reading Comprehension, *Reading Research, Reading Speed, Recall (Psychological), *Retention, Secondary School Students, *Telegraphic Materials

A fictional story was written in three versions: (1) traditional prose of 1,620 words, (2) medium telegraphic form of 947 words, and (3) highly condensed telegraphic form of 455 words. Two hundred and ten braille readers from grades 6 to 9 were assigned to one of the three treatment versions. Nine groups were formed on the basis of comparable age, IQ, and reading achievement. Within each group assigned to a particular version, one group was assigned to one of the three recall conditions: set relations, multiple choice, and reconstruction. Recall was measured immediately after reading the assigned version and again 1 week later without rereading the passage. Analysis of the data revealed that for the set relations groups, versions 1 and 2 read at significantly higher rates that version 3 (88.86 and 75.40 compared to 46.53 words per minute). For the multiple choice groups, versions 2 and 3 read significantly slower than version 1. For the reconstruction groups, version 3 read significantly slower than version 1. Results of all three recall conditions revealed little difference among the versions with respect to recall (either immediate or delayed) of the essential information in the passages, with one exception—the inferior performance of version 3 subjects on the common multiple-choice items during the delayed recall task. Tables and references are included. (AW)

ED 055 732 RE 003 826

Lay Tutor Reading Improvement Program.

East Charles Mix Independent School District 102, Wagner, S. Dak.
Pub Date 10 Jul 71
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Grades, Inservice Programs, *Lay Teachers, Reading Improvement, *Reading Research, *Remedial Reading Programs, *Tutorial Programs

The Title III reading program in the Wagner, South Dakota, school district was intended to increase the reading levels of selected elementary school children through the use of lay tutors. The 167 children with reading levels considerably below their grade level were selected to participate. Consultants were used to give intensive inservice training to 21 lay tutors. Evaluation after 1 year of the tutoring program indicated (1) that teachers and tutors have positive attitudes toward the program, (2) that test scores on the Durrell Listening-Reading Test showed positive cognitive effect of the program, (3) that Iowa Tests of Basic Skills scores indicated students were making as much or more progress in the program than before the program, and (4) that other test scores showed students to be at or slightly below their grade norms in reading achievement. Suggestions for improving the program were made. Tables of data on expenditures, test results, evaluations by teachers and tutors, list of materials used, and sample evaluation forms are included. (AL)

ED 055 733 RE 003 827
Guba, Egon G. Stufflebeam, Daniel L.
Evaluation: The Process of Stimulating, Aiding, and Abetting Insightful Action.
Indiana Univ., Bloomington. Measurement and Evaluation Center in Reading Education.
Pub Date Jun 70
Note—36p.
Available from—Reading Program, School of Education, Indiana University, 202 Pine Hall, Bloomington, Indiana 47401, ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Collection, *Decision Making, *Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, Program Evaluation, *Research Methodology

Part 1 of this monograph discusses the status of educational evaluation and describes several problems in carrying out such evaluation: (1) defining the educational setting, (2) defining decision types, (3) designing educational evaluation, (4) designing evaluation systems, and (5) defining criteria for judging evaluation. Part 2 proposes an approach to educational evaluation which would alleviate problems of definition and design. Different types of decision settings and appropriate evaluation strategies are explored. Types of decisions are matched with types of evaluation. The structure of evaluation design including the collection, organization, analysis, and reporting of information is outlined. Finally, criteria for judging evaluations such as validity, reliability, significance, scope, and efficiency are presented. Figures are given, including the CIPP (context, input, process, and product) Evaluation Model. (AL)

ED 055 734 RE 003 828
Martin, McKinley Smith Edwin H.
Do Literacy Programs Make a Difference?
Pub Date 31 Mar 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Dropout Problems, Financial Support, *Literacy Education, *Literature Reviews, *Program Effectiveness, Program Evaluation, *Reading Ability

Recent studies indicate that Adult Basic Education (ABE) programs are reaching more students and the cost per enrolled has declined, but statistics are not available to reveal the quality of the programs. In four states, ABE has made reported, tested differences in adult reading ability. In New York and Missouri, students gained an average of about 1/2 year in reading ability on completing the first 100-hour cycle and another 4 months after completing the second cycle. The dropout rate was 50 percent. In a Florida migrant program, an average gain in reading of approximately half a grade in 2 months was reported. The Aker study in Mississippi involved a stipend program. Of the 183 individuals for whom pretest and post-test data were available, 93 percent experienced reading gain ranging from 1 to 4 grade levels, and the dropout rate was 27.6 percent. These studies indicate that ABE does help. However, they also show that stipending may be a major factor in the success of the program and that criteria for dtermining dropouts in many programs were inconsistent with ABE philosophy. It was concluded that each program should evaluate what can be evaluated and apply accountability principles to its overall program. References are included. (AW)

ED 055 735 RE 003 829
Robertson, Douglas J. Sharp, Vicki Friedman
The Effect of Fifth Grade Student Tutors on the Sight Word Vocabulary Attainment of First Graders.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Gains, *Cross Age Teaching, *Grade 1, Grade 5, Individual Instruction, Low Achievers, *Reading Research, *Sight Vocabulary, *Tutoring

Sixty-six first graders who needed individual help in sight word instruction were equally divided into the experimental group and the control group. The experimental group received extra tutoring on sight word vocabulary while the control group had only classroom instruction. The tutors, 33 fifth graders identified as low achievers in reading, were trained to provide sight word vocabulary instruction to beginning first graders. The training consisted of four 1-hour sessions and included tutor behavior, tutoring skills and procedures, and program objectives. The tutors were also taught to use the Dolch Picture Word Cards. The actual tutoring was held 3 days a week, 30 minutes each day, and lasted for 2 months. The Primary Word Recognition section of the Gates-MacGinitie Reading Test was used for pretest and post-test. Data were analyzed at the .05 level of significance with a t test. Both the experimental and control groups made significant gains during the 2-months period, but the experimental group indicated significantly higher gain than did the control group. Tables and references are included. (AW)

ED 055 736 RE 003 830
Cage, Bob N.
Words in Color--A One-Year Program?
Pub Date 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, *Color Presentation, *Grade 1, Program Evaluation, *Reading Achievement, Reading Comprehension, *Reading Programs, *Reading Research

The reading program, Words in Color, was used as a 1-year program at the first-grade level in an elementary school in Gainesville, Florida. The reading program in each of four control classes was identifiably unique and varied. Predata were collected using the Metropolitan Readiness Test, Form A, in September, 1969 and the Otis Quick Scoring Mental Ability Test, Short Form A, in January, 1970. Achievement data, as measured by the vocabulary and comprehension sections of the Gates-MacGinitie Reading Test, Primary A, Form 2, were collected in May, 1970. The analysis of covariance was employed to analyze the data for the students using the Words in Color program and the four control classrooms. In all four of the analyses, the students in the Words in Color reading program, receiving it as a 1-year program only at the first-grade level, had significantly lower ($p<05$) mean scores in vocabulary and comprehension, as measured by the Gates-MacGinitie, than did three of the control classes. Tables are included. (AW/Author)

ED 055 737 RE 003 831
Maxwell, Martha J.
Learning Style and Other Correlates of Performance on a Scanning Experiment.
Pub Date 71
Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aural Stimuli, Conference Reports, Eye Movements, *High School Students, *Learning Characteristics, *Rapid Reading, *Reading Research, Reading Speed, Reading Tests, Sex Differences, *Visual Perception, Visual Stimuli

The relationship between learning style (impulsivity-constriction and stability-anxiety), reading scores, and scanning performance was investigated. Twenty high school students enrolled in a precollege reading and study skills program participated in an 80-trial (10-session) scanning experiment. The task involved searching for a target sentence embedded in a page and responding by pressing the appropriate button on a machine. Errors were of two types: when the wrong button was pushed or when response time exceeded 1 second. Data analysis showed that the mean scanning times for session 1 and session 8 were significantly different ($p<01$) and that there was some improvement in accuracy. Correlations between mean rate scores on the two sessions was high (.78). Both mean scanning time and mean number of correct responses did not differ significantly between (1) same vs. different context, (2) oral vs. written stimulations, or (3) male vs. female subjects. Slow scanners were more constricted in application of strategies, while fast scanners reported more variability in eye movement patterns. Multiple regression analysis of test variables in a pretest battery and initial scanning speed revealed that the highest correlation obtained was between impulsivity as measured on Smith's I-S Scale and scanning rate (.65). (AW)

ED 055 738 RE 003 832
The Florida Right-to-Read Effort.
Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date 12 Feb 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Role, Community Action, Community Colleges, Program Administration, *Reading Programs, *School Community Programs, *State Departments of Education, *State Programs, State School District Relationship
Identifiers—*Right to Read

The right-to-read effort in Florida is a statewide program to encourage and expand the teaching and learning of reading on all educational levels. The program depends on the coordination of state-level activities with activities of local school districts, colleges, and universities. State-level activities include program development, assessment, management of funds, personnel training, and preparation and distribution of reports on local right-to-read programs. Local school activities include identification of people willing to participate in right-to-read programs and identification of training and resource needs in the community. College activities include providing descriptions of reading programs, preparing and training reading teachers, assisting local school districts, and evaluating reading deficiencies of entering students. A tentative list of reports to be issued by the Florida Department of Education is included. (AL)

ED 055 739 RE 003 834
Barton, Lydia P.
Pojoaque Valley Remedial Reading Program, Title I, ESEA, 1970-71.
Pojoaque Valley Schools, N. Mexico.
Report No—PR-16
Pub Date Jun 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Schools, *Personality Development, *Program Descriptions, Reading Difficulty, Reading Games, *Reading Improvement, Reading Materials, *Remedial Reading Programs, Teaching Machines

The remedial reading program at Pojoaque Elementary School, New Mexico, is summarized. The objectives were to improve the child's reading ability, personality development and assurance, and interest in the school routine. The program also aimed to provide the children with a positive environmental atmosphere. On the basis of teacher recommendation and testing, students attended the remedial reading classes two or three times a week. The classes were composed of less than six students at a session. Various causes of reading retardation were taken into consideration by the remedial teacher. Instruction in a wide range of reading skills was given, aiming at reading fro meaning and comprehension. Materials used included a variety of reading books, reading kits, programs, and games. Teaching machines such as the tachistoscope, controlled readers, audio-flashcard systems, the

Hoffman Information Systems materials, and tape recorders were used to aid instruction. Student ability and achievement were measured by using different kinds of standardized tests for diagnosis and evaluation. The program also guided other creative projects such as a student-edited newspaper, book fair, and intracultural festival. Test scores and references are included. (AW)

ED 055 740 RE 003 836

Tuinman, J. Jaap And Others

Increases in Test Scores as a Function of Material Rewards.

Indiana Univ., Bloomington. Inst. for Child Study.

Pub Date 71

Note—25p.

Available from—Director, Institute for Child Study, Indiana University, Bloomington, Indiana 47401

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Research, *Junior High School Students, Motivation, *Reading Comprehension, Reading Improvement, Reading Research, *Rewards, *Test Results

From the entire population (N=341) of grades 7 and 8 in a rural Indiana junior high school, 160 subjects were randomly selected and assigned to the experimental and the control groups. Form A of the Nelson Reading Test was administered twice with a 4-week interval. While the control group was told only that the post-test was given to measure how much they had learned since the last testing, the experimental group was told that those making any performance improvement would win material rewards. Those making the most increase received one of six transistor radios; others received a university sweatshirt or a 25-cent candy bar. Results were analyzed using analysis of covariance. Two major dependent variables were the total number correct (NC) and the total number of items attempted (NA). Post-test means were adjusted for pretest differences between the two groups. The effect of the reward treatment was found to be significant in all instances on the NC variable ($p<01$) and on the NA variable ($p<001$). Results for the vocabulary and comprehension subtest were also reported. It was indicated that the experimental group outperformed the control group by more than 3 months in total means. Tables and references are included. (AW)

ED 055 741 RE 003 837

Southgate, Vera Roberts, Geoffrey R.

Reading—Which Approach?

Pub Date 70

Note—215p.

Available from—University of London Press Ltd., St. Paul's House, Warwick Lane, London EC4, England (23 shillings)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Evaluation Criteria, *Media Selection, Phonics, *Reading Instruction, *Reading Materials, *Reading Programs, Sight Method, Student Needs, Student Role, Teacher Role, Teaching Guides, *Teaching Methods

The purpose of this book is to help teachers to select reading materials and equipment for classroom use. Part 1 explains the objectives and defines the terminology to be used. Part 2, Criteria for Assessing Reading Approaches, places before the reader many of the factors which influence children's reading progress. The factors include the reading task itself, the learner, the teacher, and the learning situation. The two most important factors are considered to be the teacher's own basic beliefs about reading and the needs of the children at each stage of learning to read. An appraisal of reading approaches based on these factors was outlined in Part 2. In Part 3, nine current approaches to reading are examined and divided into three main divisions of look-and-say, phonic, and use of other media, including the Initial Teaching Alphabet, Words in Colour, and Colour Story Reading. The authors concluded that no one approach to reading can be considered as the ideal choice in every situation, but that the teacher who has considered the criteria of selection and made the necessary decisions as suggested should succeed in selecting the most appropriate approach for her use. A bibliography and tables of The Vocabulary of Five Look-and-Say Reading Schemes are included. (AW)

ED 055 742 RE 003 839

Meehan, Sister Trinita

Critical Reading and Teachers' Questions In Theory and Practice.

Indiana Univ., Bloomington. School of Education.

Pub Date May 70

Note—25p.; Occasional Papers in Reading, Vol III

Available from—Reading Program, School of Education, Indiana University, 202 Pine Hall, Bloomington, Ind. 47401 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Cognitive Processes, *Critical Reading, Critical Thinking, Evaluative Thinking, *Interaction Process Analysis, *Questioning Techniques, Taxonomy, Teacher Behavior, Teaching Methods, Teaching Models

Questions teachers use to elicit responses from students affect the kind of thought process the student will use and subsequently the type of answer he will suggest ways in which behavioral and educational objectives are reflected in teacher questions. Simplified interaction analysis techniques can be useful in diagnosing and assessing the thinking and feeling competencies of students in the classroom. The right kinds of teacher questions can create an environment conducive to developing critical reading skills. Using the levels and categories of these taxonomies as a framework the teacher can classify his own questions and thus determine whether or not he is challenging his students on a variety of cognitive and affective levels. By restating questions, the teacher can easily vary the kinds of responses elicited from his students. Frequently, the change of a key word or phrase in the question is all that is necessary to vary the kinds of response required from the listener. A table indicating the relationships between levels and categories of questions, a table showing possible question restatements for level changes, and references are included. (AL)

ED 055 743 RE 003 840

Bhola, H. S.

Functional Literacy--The Concept and the Program.

Indiana Univ., Bloomington. Measurement and Evaluation Center in Reading Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 70

Note—27p.

Available from—Reading Program, School of Education, Indiana University, 202 Pine Hall, Bloomington, Indiana 47401 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Problems, Economic Development, *Educational Programs, *Functional Illiteracy, *Fundamental Concepts, *Literacy Education, Program Design, *Program Planning

The concept of functional literacy might be considered to have its ceremonial initiation at the World Conference of Ministers of Education on the Eradication of Illiteracy in Tehran, Iran, in 1965. At that conference important implications emerged for program development, methodology of teaching, and program content. An effort is made in this paper to work out more specifically these implications. The author states that literacy projects should be planned basically as part of the educational effort on one hand and as part of the economical planning for the country on the other hand. The comprehensive nature of the program should include economic, social, and political development. The program should also be linked with the literate environment of the community and should be formally evaluated. Lack of proper selection of priorities causes the project to lose its focus and effectiveness. Today functional literacy projects face such problems as (1) reflecting clearly both educational and economic concerns, (2) coordinating relations between project staff and field staff, (3) finding effective administrative methods, and (4) promoting the concept so that highly professional commitments at all levels could be obtained. (AW)

ED 055 744 RE 003 843

Dauzat, Samuel Varner

Structure Word Usage in the Verbal Discourse of Two Groups of Children.

Pub Date Jun 68

Note—128p.; Dissertation submitted to the University of Mississippi

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Child Language, Form Classes (Languages), *Function Words, *Grade 4, Language Development, Language Research, Language Skills, *Oral Reading, Reading Ability, Reading Processes, Reading Research, *Verbal Ability, Verbal Development

The relationship between oral reading ability and the use of structure (function) words was examined in a dissertation study which hypothesized that the use of structure words in verbal discourse would be greater in children who have no difficulty in oral reading than in children who experience difficulty. Structure words were identified as those which carry no lexical meaning and which serve as markers, connectives, etc. Subjects were 85 fourth graders selected from a Mississippi school system on the basis of average intelligence, vision, hearing, and physical abilities. An oral reading screening device was administered to all subjects who were then grouped according to difficulty experienced in reading the 180 structure words in the 509-word passage. In addition, a verbal discourse passage similar in length to the reading passage was solicited from each subject and analyzed for type and frequency of structure words. Data were analyzed using t tests which resulted in confirmation of significant differences in structure word errors in oral reading and in use of structure words for the two groups. It was concluded that a close relationship exists between structure word usage in reading and in verbal discourse. A bibliography and tables are included. (MS)

ED 055 745 RE 003 844

Dauzat, Jo Ann

The Effectiveness of Four Methods of Teaching Word Recognition Skills to Children from Disadvantaged and Non-Disadvantaged Families.

Pub Date May 70

Note—117p.; Dissertation submitted to Northeast Louisiana State College

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Disadvantaged Youth, Doctoral Theses, Grade 2, Kinesthetic Methods, *Learning Modalities, Literature Reviews, Phonics, Racial Differences, *Reading Research, Sex Differences, Socioeconomic Background, Student Characteristics, *Teaching Methods, Visual Learning, *Word Recognition

The purpose of this research was to determine if disadvantaged children in general prefer one particular method of learning word recognition tasks and if the learning methods preferences of disadvantaged children differ significantly from the learning styles of nondisadvantaged children. From 529 second graders, 20 disadvantaged children and 20 nondisadvantaged children were randomly selected and administered the Mills Learning Methods Test. The data were analyzed through a two-way analysis of variance. Results showed that for all subjects the visual method was the most effective and the kinesthetic method was the least effective. Nondisadvantaged children performed significantly better than disadvantaged children on all four methods (visual, phonics, kinesthetic, and combination). No best method for teaching word recognition to disadvantaged children was found. On all four methods, the white subjects performed significantly better than the Negro subjects, and the female subjects performed significantly better than the male subjects. Related literature was reviewed, and characteristics of the disadvantaged children, the school role, and the Mills Learning Methods Test were discussed in detail. Tables, appendixes, and a bibliography are included. (AW)

ED 055 746 RE 003 852

Wheeler, Robert R.

Statement Made to the United States Senate Select Committee on Equal Educational Opportunity, July 15, 1971.

Pub Date 15 Jul 71

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, Disadvantaged Youth, *Educational Legislation, Educational Objectives, Federal Aid, *Federal Programs, Inservice Programs, Primary Grades, *Program Administration, *Reading Programs, *Urban Education

Using the successful reading program of Kansas City, Missouri, as a basis for discussion, the author makes suggestions for future federal legislation and for administration of federally funded educational programs. The success of the Kansas City program is examined, and specific improvements are suggested. Recommendations for future Title I programs include that (1) future legislation should require administrative entities at the school district level, (2) instructional objectives should be specified and delimited, (3) federal funds should be appropriated to specific instructional programs, (4) eligibility for such programs should be broadened, (5) programs should be tailored to the local communities, (6) programs other than Title I programs should be considered supplementary to Title I programs, (7) preservice teacher training specifically geared to inner-city programs should be expanded and improved, (8) early childhood education programs should be expanded, (9) community involvement should be expanded, and (10) programs to prepare schools for racial integration should be instituted. (AL)

ED 055 747 RE 003 858

Johnson, Shelby L.

Quality Verification of the Regional Resource File for the Wisconsin Design for Reading Skill Development.

Southeastern Education Lab., Atlanta, Ga.

Report No—SEL-TR-6

Pub Date Jun 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Field Studies, *Instructional Design, Instructional Materials, Questionnaires, *Reading Materials, *Reading Skills, *Resource Materials, School Involvement, *Skill Development, Southern Schools, Teacher Response

One component of The Wisconsin Design for Reading Skill Development--The Teacher's Resource File: Word Attack--was adapted to the needs of seven field test schools in the Southeastern United States. The resultant product was a 96-page Regional Resource File Supplement to the basic Teacher's Resource File: Word Attack. The file contains two parts: (1) a compendium which keys specific page number references of commercially prepared books, records, films, and other materials to 45 word attack skills and (2) descriptions of classroom activities teachers had found helpful in skill instruction. Since there was almost no agreement in the textbooks series used in the seven schools and those already keyed in the Resource File, extensive adaptation was made in a 3-day teacher workshop session in July. The following April, a questionnaire was sent to one-third of the teachers to receive feedback on the accuracy and usefulness of the file. Most teachers found the file to be useful, some inaccuracies were reported, and constant revision was generally accepted as necessary. The survey questionnaire is included in the appendix. (AW)

ED 055 748 RE 003 859

Criterion-Referenced Test. SEL/Project Language, Level II, Kindergarten.

Southeastern Education Lab., Atlanta, Ga.

Pub Date [71]

Note—4p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Language, Communication Skills, *Criterion Referenced Tests, Dialects, *Disadvantaged Youth, *Kindergarten, Language Ability, *Language Experience Approach, Language Instruction, Language Tests, *Reading Readiness, Research and Development Centers, Southern Schools, Tenl

This test is intended for use with a two-volume, 32-lesson set of materials for rural disadvantaged kindergarten children. The lessons are designed to help alleviate language deficiencies of the children by providing them with school-related activities, communication and cultural experiences, and other readiness instruction through language experience. The criterion-referenced test is tied to activities required of children by the program and assesses individual children's activities to accomplish individual tasks. Of the 28 test items, many involve some physical activity response and some involve a verbal response statement. The lessons are described in RE 003 856 and RE 003 857. (MS)

ED 055 749 RE 003 860

Urban Laboratory in Education, An Education Improvement Project, Atlanta, Georgia. Annual Report, 1970-71.

Urban Lab in Education, Atlanta, Ga.

Pub Date 71

Note—159p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Involvement, Disadvantaged Youth, *Elementary Grades, Inservice Teacher Education, *Instructional Improvement, *Program Evaluation, Public School Adult Education, Reading Centers, Reading Improvement, *Reading Programs, *School Community Programs, Southern Schools

A successful 2-year reading program in Atlanta, Georgia, is evaluated from several points of view and in various ways. The program involved changes in the physical plant, teaching techniques, instructional objectives, inservice education, and community involvement of the three participating elementary schools. Emphasis was on the improvement of reading skills through the use of new materials, diagnosis of student abilities, a variety of teaching methods, specified behavioral objectives, and the help of volunteer teacher aides. The program sent teachers out into the community to teach parents about early childhood development, reading development, and the role of parents in the education of children. Evaluation of the program includes (1) results of the Metropolitan Achievement Tests which showed significant improvement of reading levels; (2) evaluative statements by three reading consultants; (3) a detailed account of the school's adult education program, its enrichment and recreation activities for children, and special events for the community; (4) surveys of teachers, parents, and administrators; and (5) a statement by the program director. Tables, photographs, and evaluation forms are included. (AL)

ED 055 750 RE 003 861

Stowe, Elaine

A Departmentalized High School Reading Program.

Pub Date 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Environment, Creative Writing, Grade 10, Grade 11, *Individualized Reading, Listening Skills, Oral Expression, Reading Development, *Reading Instruction, Reading Materials, *Reading Programs, *Secondary Grades, *Terminal Students

An individualized reading program was instituted in several terminal classes at the sophomore and junior levels in a Sacramento, California, high school. The students read at levels ranging from virtual nonreaders to seventh grade and did not intend to go to school after high school. The program involved transforming the classroom arrangement to include tables and chairs, assorted audiovisual equipment, typewriters, and a library of materials. Kits of materials such as job application forms and sociodramas were available. Study guides suggested how to develop reading, writing, listening, and speaking skills and an appreciation for literature. All activities and materials emphasized teenage interests such as getting a job, owning a car, and having fun. Class size was limited to 20, a teacher was selected for his rapport with students and received inservice training in teaching reading, and a teacher aide and volunteers were hired to take care of the clerical work, tutoring, and record keeping. Vocabulary building, critical thinking, word attack skills, and comprehension were the primary reading skills developed in the students. Positive attitudes toward reading were encouraged through oral activities such as drama, discussions, and oral reading. (AL)

ED 055 751 RE 003 864

Linder, Ronald Fillmer, Harry T.

Research Generalizations on Reception Skills.

Pub Date 71

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Auditory Discrimination, Cultural Differences, *Language Development, Language Research, *Learning Modalities, Media Selection, *Reading Development, Reading Research, *Receptive Language, *Sensory Experience, Sensory Integration, Verbal Development, Visual Discrimination

Because learning to read is based on the ability to sift and organize sensory input, it is important for teachers and curriculum planners to know of the sorts of language experiences which develop reception and, subsequently, reading skills. Research on the effects of visual and auditory presentation of information and on early sensory experience indicates that (1) children of different cultural and social backgrounds show different preferences for auditory and visual presentation, (2) preference for visual and auditory presentation changes with maturational level, (3) the appropriate modality of presentation is determined by the type, complexity, and extensiveness of the information to be conveyed, (4) types of sensory modalities exist in a hierarchy moving from concrete meaning to abstract meaning, (5) feedback stimulates learning, (6) auditory deficits are more common than visual deficits, and (7) children of low socioeconomic levels have deficits in all language development. Suggestions for applying this research to classroom techniques and approaches are made. References are included. (AL)

ED 055 752 RE 003 865

Innovations in Reading: Position Papers in Reading.

Maryland Univ., College Park. Reading Center.

Pub Date 70

Note—141p.; Proceedings of the Maryland Reading Institute, Ocean City, Maryland, 1969

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Conference Reports, Content Reading, Curriculum Development, Educational Innovation, *Individualized Reading, *Instructional Innovation, Reading Centers, *Reading Development, Reading Materials, *Reading Programs, Social Studies, Specialists, *Teacher Education

Six topics were covered in the 17 papers presented at the Maryland Reading Institute: (1) teacher education, (2) utilization of reading personnel, (3) evaluation and review of curriculum innovations, (4) evaluation of reading resource materials, (5) individualization of instruction, and (6) reading and the social studies. Some of the specific subjects discussed were the role of reading specialists, the current trends in reading teacher education, an "open door" policy in using reading personnel and facilities, criticism of current definitions of innovation, gathering reading materials and organizing an effective reading resource facility, the use of learning stations in an individualized program, and the use of the daily newspaper in elementary language arts programs. References are included with most papers. (AL)

ED 055 753 RE 003 866

Johnson, Mae C., Ed. And Others

Accountability: To Whom? For What?

Maryland Univ., College Park. Reading Center.

Pub Date 71

Note—101p.; Proceedings of the Maryland Reading Institute, 1970

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conference Reports, *Educational Accountability, Educational Responsibility, Psycholinguistics, *Reading, Reading Centers, *Reading Development, Reading Programs, School Role, Social Studies, Teacher Education, *Teacher Responsibility, Values

The addresses and discussions of the 1970 Maryland Reading Institute focused on the theme of "accountability"--defined as the responsibilities of teachers to their students, community, and society. In Part 1, highlights of the keynote address are followed by summaries of a five-member panel discussion, five reactors' statements, and a concluding address. Reading educators were seen as responsiblie for providing a solid basis for all education. In addition, because of the wealth of recent research on the reading process and the learning-to-read process, the teacher of reading has the responsibility to learn as much as possible in her field and apply her knowledge in the classroom. On another level, programs in colleges and universities must supply future teachers with training in teaching reading skills and in the development of effective reading curricula. The second part of this volume includes an address by Kenneth Goodman entitled "Psycho-linguistics and Reading" and summaries of speeches on reading and learning centers, teaching values in elementary social studies programs, and our responsibility to children. (AL)

ED 055 754 RE 003 867
Birchall, Lester H., Ed.
Reading and the Language / rts: Application and Research. Position Papers in Reading.
Maryland Univ., College Park. Reading Center.
Pub Date 70
Note—115p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Childrens Books, Cloze Procedure, Communication Skills, Content Reading, Disadvantaged Youth, *Language Arts, Nonstandard Dialects, *Psycholinguistics, Questioning Techniques, *Reading Comprehension, *Reading Instruction, Social Studies, Standardized Tests, *Teacher Education, Teaching Techniques

This series of position papers in reading and language arts was sponsored by the Reading Center of University of Maryland in order to stimulate the kinds of thinking and reactions which might lead to improvement of teacher training programs and of reading programs on all levels. The topics treated reflect both traditional concerns of educators, and issues and interests which signal new areas of emphases in the field. Titles of the papers are: A Competency Program in the Undergraduate Reading Course; Children's Responses to Stipulated Literature Selections; Jamaicanism: Its Influence on the Spoken and Written Communication of Elementary School Pupils; Standardized Tests: Use and Misuse; Cloze Procedure as a Predictor of Comprehension in Secondary Social Studies Material; A Psycholinguistic Look at Reading: Definitions and Directions; and Questioning for Thinking: A Teaching Strategy that Makes a Difference for Disadvantaged Learners. References are included following most of the papers. (Author/AW)

ED 055 755 RE 003 868
Zuck, Louis V. Goodman, Yetta M.
Social Class and Regional Dialects: Their Relationship to Reading. An Annotated Bibliography.
Pub Date 71
Note—16p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($0.50 to members, $0.75 to nonmembers)
Document Not Available from EDRS.
Descriptors—American English, *Annotated Bibliographies, *Dialect Studies, Disadvantaged Youth, Language Instruction, Linguistics, Reading Instruction, *Reading Research, *Regional Dialects, Second Language Learning, *Social Dialects

Designed for teachers, curriculum planners, and educational researchers, this annotated bibliography includes 63 entries which deal with issues surrounding social and regional dialects and reading. The titles include journal articles and books which have been published from 1963 to 1971. It is divided into four sections: (1) "Linguistic Concepts Related to Oral Language," (2) "Linguistic Concepts Related to Written Language," (3) "Implications for the Classroom," and (4) "Social Class Dialects and Sound Language Learning: Are They Related?" The included articles were selected on the basis that they all accept implicitly or explicitly that (1) all American children and teachers whose first language is English speak a dialect of American English, (2) all dialects of American English have structure and rules--they are all legitimate forms of American English, (3) all children have a variety of experiences and belong to social groups, and (4) all social groups have a culture. (AL)

ED 055 756 RE 003 869
Hill, Walter Bartin, Norma
Reading Progams in Secondary Schools. An Annotated Bibliography.
Pub Date 71
Note—15p.
Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($0.50 to members, $0.75 to nonmembers)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Educational Trends, *Literature Reviews, *Reading Programs, *Reading Research, *Secondary Grades

A revised version of the 1965 International Reading Association bibliography of High School Reading Programs, this bibliography lists and annotates 34 titles dealing with the broader issues of secondary reading program development. The materials included generally reflect on or analyze trends in reading programs rather than outline specific reading programs. This bibliography is primarily for use by interested professionals, but some of the sources provide broader overviews of the field of reading which would be of general interest. The bibliography is divided into four sections: "Setting and Issues," "Status and Evaluation," "Administration and Organization," and "Bibliographies and Reviews." (AL)

ED 055 757 RE 003 870
Saretsky, Gary And Others
Accountability, A Bibliography.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Pub Date Nov 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Cost Effectiveness, *Educational Accountability, Educational Economics, Educational Objectives, Educational Planning, Educational Research, *Evaluation Criteria, Management Systems, *Performance Contracts, School Responsibility

Approximately 225 citations of books, journal articles, and conference proceedings dealing with accountability are listed. The bibliography is subdivided into twelve categories--general, technical assistance, needs assessment, management systems, change strategies, performance objectives, performance budgeting, staff development, comprehensive evaluation, program auditing, community involvement, and cost effectiveness. A general bibliography follows with articles discussing measures of accountability, general statements on accountability, and cost-benefit analysis of education and instructional technology. Most of the titles listed were published since 1965. (AL)

ED 055 758 RE 003 871
Chidichimo, Salvatore P.
The Incidence of Reading Retardation in Cases Referred to School Psychologists.
Pub Date Oct 71
Note—87p.; Master's thesis submitted to Rutgers, the State University of New Jersey, New Brunswick
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Records, *Case Studies (Education), Educational Diagnosis, *Educational Research, Guidance Personnel, Reading Ability, Reading Level, *Referral, *Retarded Readers, *School Psychologists

From a questionnaire given to five practicing school psychologists, the author gathered data about the incidence of reading retardation in cases referred to school psychologists. The cases included 96 students from three New Jersey school districts, one California school district, and one Tennessee school district. Approximately 69 percent of the cases exhibited reading retardation as evidenced by an actual reading level below their chronological and mental age group. In only 33 percent of the cases was reading retardation mentioned in the referral of the student to the school psychologist. The cases with reading retardation were predominated by males, the age group 9 to 11, grades K to 3, Caucasians, middle socioeconomic status, and within an 81 to 100 IQ range. Of those students referred, only 23 percent had previously had remedial reading instruction, 1 percent were referred by remedial reading personnel, and 81 percent were referred by classroom teachers. Further research is suggested in light of the large incidence of reading retardation in such cases and in light of the low percentage of cases in which reading retardation was mentioned in the referral. Tables, the sample questionnaire, and a bibliography are included. (AL)

ED 055 759 RE 003 876
Hill, Walter R. Bartin, Norma G.
Secondary Reading Programs: Description and Research. ERIC/CRIER Reading Review Series.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Report No—Bibl-30
Pub Date Jul 71
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Junior High Schools, Program Descriptions, *Reading Programs, Reading Research, *Secondary Grades, *Surveys

One of the ERIC/CRIER Reading Review Series, this bibliography contains 145 citations and informative abstracts which sample representative sources concerning the growth and present status of secondary reading. The bibliography is divided into four parts, each beginning with a brief explanation and discussion of the included entries. Part 1 includes 25 surveys of secondary reading programs. Part 2 consists of the description and evaluation of 50 programs divided into eight categories: multiphase, developmental classroom settings, corrective-remedial, content area emphasis, individualized, laboratory, disadvantaged, and special emphasis. Part 3 presents 40 comparative or experimental studies of programs published during 1955-1969, with junior high programs and senior high programs listed separately. Authoritative discussions of programs, including a number of summaries of research reviews and pertinent literature, form Part 4 of the bibliography. Abstracts in this part are limited to identifying general topics or arguments treated by the source. Finally, an author index, appendixes giving ordering information, and a list of available bibliographies of the same series are included. (AW)

ED 055 760 RE 003 884
Palmer, William S.
Language, Literature, and the Land of Nod.
Pub Date 26 Nov 71
Note—10p.; Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, Nev., Nov. 22-27, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childrens Books, *Concept Formation, *Imagination, Questioning Techniques, Reading Material Selection

The author emphasizes the importance of imagination in literature for children and suggests that teachers can use books of fantasy and fiction in teaching emotional and creative responses as well as concepts and facts. In particular, the author discusses teaching about temporal and spatial relationships and explains how imaginative books combined with appropriate questioning from the teacher can help the child understand and appreciate new information. He suggests that reading can be introduced to children for enjoyment and that enjoyment of books will lead children to ask questions and assistance of their teacher. References are included. (AL)

ED 055 761 RE 003 885
Kamm, Karlyn
The Study Skills Component of the Wisconsin Design.
Pub Date Dec 71
Note—11p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Conference Reports, Developmental Reading, Instructional Design, Instructional Materials, *Library Skills, *Map Skills, *Reading Skills, *Research and Development Centers, Sequential Learning, Skill Development, *Study Skills

Initial development of the list of skills and related behavioral objectives in the study skills area of The Wisconsin Design for Reading Skill Development began with an extensive search. As an organizational framework, the area was divided into three subareas: maps, graphs and tables, and reference skills. The professional literature, instructional materials, textbooks, and standardized tests relating to each of these subareas were surveyed and briefly summarized. The present approach has been to identify a few basic skills that are introduced early in the sequence and occur with more sophisticated variations at each successive level of development. Three basic skills have been identified in the subarea of maps: representation, location, and measurement. Six basic skills were identified for the subarea of graphs and tables: picture graphs, bar graphs, circle graphs, line graphs, and single and multicolumn tables and schedules. Seven basic skills were identified for reference skills: location, book skills, library use, reference materials, reading rate and purpose, organizing and evaluating materials, and work habits. (Author/AW)

ED 055 762 RE 003 886
Otto, Wayne
Rationale and Overview of the Wisconsin Design.
Pub Date 4 Dec 71
Note—8p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Behavioral Objectives, Conference Reports, Criterion Referenced Tests, Elementary Grades, Individualized Instruction, *Instructional Design, Instructional Materials, Reading Comprehension, *Reading Instruction, *Reading Skills, *Research and Development Centers, *Skill Development, Study Skills, Word Study Skills

The Wisconsin Design for Reading Skill Development is a skill-centered approach to reading instruction in the elementary school. Skills in six areas have been identified: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. The Design provides behavioral objectives and criterion-referenced tests for each skill. The results of the machine-scored tests indicate the skill strengths and deficits of each child. Resources including published materials and teacher-directed activities are also keyed to each skill. A management system in the form of a profile card provides a continuous record of each child's skill development and permits flexible grouping on the basis of skill needs. The intent of the Design is to provide individualized skill instruction as well as a continuous progress approach to reading. The Design is in its second year of field testing. (Author/AW)

ED 055 763 RE 003 887
Scott, Louise T.
Developing a Language Arts Program for the Nonacademic Adolescent.
Pub Date 30 Sep 71
Note—17p.; Paper presented at the Clemson University Reading Conference, Clemson, S.C., Sept. 30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dropout Prevention, *English Curriculum, Instructional Materials, *Language Skills, *Noncollege Preparatory Students, Reading Development, Reading Materials, Relevance (Education), *Secondary Grades, Student Attitudes, Student Interests, Success Factors, Vocabulary Development

In an effort to reduce the number of dropouts in a Florence, South Carolina school system, an experimental English curriculum focusing on reading skills and attitudes toward school was created. The participating students were uninterested in education beyond high school and accustomed to low achievement in school work. Learning activities in the program were selected to capture student interest and to generate experiences of success. For students with problems in basic skills, for example, activities for building oral language, reading, writing, and listening skills included mock job interviews, taping of conversations, newspaper reading, vocabulary study from standard forms, advertisements and signs, paperback reading, journal writing, free-response writing, and discussions of current popular issues. Methods of grading and evaluation were revised. Results of reading skill tests showed that the program was successful in improving reading skills, and principals from the high schools attributed a lower dropout rate to the success of the program. (AL)

ED 055 764 24 RE 003 912
Strang, Harold R.
An Automated Audio-Visual Approach to Remediate Reading Problems. Final Report.
Virginia Univ., Charlottesville.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-C-020
Pub Date 15 Jul 71
Grant—OEG-3-70-0007(010)
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autoinstructional Programs, Behavioral Objectives, *Disadvantaged Youth, *Grade 6, *Programed Tutoring, Reading Comprehension, Reading Difficulty, Reading Improvement, Reading Programs, *Reading Research, Rewards

Three experiments conducted over a 2-year period with disadvantaged sixth graders are reported. In Experiment 1, the effectiveness of exposure to graded reading materials and audiovisual tutoring was tested in an automated reading program with specific behavioral objectives and a self-contained reward system. Twenty-one students formed three groups of equal reading proficiency. The group receiving specific audiovisual tutoring showed substantial gains in reading accuracy over the groups receiving trial-and-error training in reading and in mathematics. Tutored students' gains were highest on successive comprehension and untimed standardized tests. During the second year, in Experiment 2, the audiovisual tutoring was administered to 19 students, and gains were compared to those students not receiving any machine instruction. Improvement in tutored students paralleled that of Experiment 1. In Experiment 3, students participating in Experiment 2 intermittently received automated instruction on several everyday life reading skills. The tutored students' improvements across the year were significantly greater than those of students receiving no tutoring. Tutored students also showed some generalization to skills not included in the automated tutoring. included. (Author/AW)

SE

ED 055 765 SE 009 674
Sabers, Darrell Lee
A Study of the Predictive Validity of the Iowa Algebra Aptitude Test for Prognosis in Ninth Grade Modern Mathematics and Traditional Algebra.
Pub Date 67
Note—139 p.; Ph.D. dissertation, University of Iowa
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-16832, M-$3.00 X-$6.60)
Document Not Available from EDRS.
Descriptors—*Algebra, *Aptitude Tests, Doctoral Theses, Grade Prediction, Mathematics, *Predictive Ability (Testing), Predictive Validity, Research, *Secondary School Mathematics, Test Construction
Identifiers—*Iowa Algebra Aptitude Test

There were three objectives of a revision and validation of the Iowa Algebra Aptitude Test (IAAT): (1) to reduce the importance of speed; (2) to improve the quality of the existing items; and (3) to replace a subtest with one of potentially greater predictive validity. The last of these goals involved the development of a new subtest composed of a series of short math lessons. On the basis of 1,943 eighth grade students' scores on the IAAT and their grades in mathematics, it was found that the IAAT is a highly reliable (.94) and relatively valid instrument for prognosis in both algebra and modern mathematics. (JG)

ED 055 766 SE 009 717
Becker, Jerry Page
An Attempt to Design Instructional Techniques in Mathematics to Accommodate Different Patterns of Mental Ability.
Pub Date 67
Note—69p.; Ph.D. dissertation, Stanford University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-11016, M-$3.00 X-$3.80)
Document Not Available from EDRS.
Descriptors—*Algebra, Aptitude, Doctoral Theses, *Instruction, *Mathematics, Numbers, Programed Units, *Research, Secondary School Students, Verbal Ability

Algebra I students were assigned to matched pairs according to scores on mathematical and verbal aptitude tests (high-math, Low-verbal; high-math, high-verbal; High-verbal, low-math; low-verbal, Low-math), then received programmed learning tasks designed to teach summing of series. Either learner was given the correct formula in both verbal and symbolic form or the learner was required to infer the formula from examples. No significant differences were found between the performance of the two groups on tests of recall of terms and symbols and recall of formulae. No significant interaction effects between aptitude and treatment were found. (JG)

ED 055 767 SE 009 726
Davis, John B., Jr.
An Investigation of the Interaction of Certain Instructional Strategies with the Structure of Basic Mental Abilities in the Learning of Some Mathematical Operations.
Pub Date 67
Note—166p.; Ph.D. dissertation, Florida State University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-347, M-$3.00 X-$7.80)
Document Not Available from EDRS.
Descriptors—*Achievement, *Aptitude, College Students, Doctoral Theses, *Instruction, *Mathematics, Research, Secondary School Students, Semantics, *Symbolic Learning

High school and undergraduate subjects were randomly assigned to either a semantic or symbolic learning program concerning the computation of the derivative of an algebraic expression and the multiplication of vectors in order to study aptitude-achievement interaction. Results of achievement and ability tests indicated that there does exist interaction between ability and content form in which certain mathematical concepts are presented. Greatest achievement occurred where content form was congruent with a pattern of ability factors. It was further indicated that both semantic and symbolic factor tests were significant predictor tests of achievement on the semantic learning materials. (JG)

ED 055 768 SE 009 761
Steinhart, John S. Cherniack, Stacie
The Universities and Environmental Quality--Commitment to Problem Focused Education. A Report to The President's Environmental Quality Council.
Office of Science and Technology, Washington, D.C.
Pub Date Sep 69
Note—77p.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.70)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, *College Programs, *Educational Needs, Environment, *Environmental Education, *Federal Aid, Financial Support, Organization, Surveys, Universities

This report is based on a study of a few of the multidisciplinary enviromental programs in over 30 universities. The study was undertaken to discover what kind of programs have been tried, which ones have been successful, and how the federal government might encourage effective interdisciplinary problem-focused programs. The report reviews the problems that universities encounter in organizing interdisciplinary environmental programs and recommends that the universities develop new administrative structures responsive to the complex nature of environmental problems. Two features are considered essential for problem-focused programs to be successful: (1) substantial or complete control of the faculty reward structure; and (2) freedom to be innovative in introducing course material, educational programs, work study programs, and curriculum requirements for degrees. The study indicates that federal funds being expended at universities for environmental problems do not encourage problem-focused multidisciplinary education and may even discourage such programs. A separate report included as an appendix, Federal Administration and Support of University Interdisciplinary Research, reviews the history of federal funding of interdisciplinary programs. (PR)

ED 055 769 SE 009 967
Hancox, Frederick James
An Investigation of Programmed Instruction in Mathematics as a Measure of Electronic Achievement.
Pub Date 69
Note—145p.; Ph.D. dissertation, The American University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-18473, M-$3.00 X-$6.80
Document Not Available from EDRS.
Descriptors—Achievement, College Students, Doctoral Theses, *Electronics, *Instruction, *Mathematics, *Programed Texts, *Research, Transfer of Training

To determine the effectiveness of programmed instruction in mathematics as a means of increasing college student achievement in electronics, an intact class (experimental group) received a programmed book in mathematics while another (control group) received none. Both groups were pre- and posttested on achievement with the experimental group showing significant retest achievement. After twelve weeks attendance in an electronics technician school, course test results revealed no significant differences in electronics school achievement between the two groups. (JG)

ED 055 770 SE 009 968
Hagen, David Allan
An Analysis of a Programmed Instructional Sequence Designed to Teach Piaget's Mental Abilities.
Pub Date 69
Note—160p.; Ph.D. dissertation, State University of New York at Buffalo
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-19017, M-$3.00 X-$7.40)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Grade 6, *Instruction, *Instructional Films, Learning Theories, *Mathematics, Programed Instruction, *Programed Materials, *Research
Identifiers—Piaget
A programmed instructional sequence was developed and tested with eleven-year-old subjects. The sequence was based on Piaget's theory of learning as it has to do with the development of the concept of proportionality. One treatment group was presented with correct rules after a series of instructional frames. Another group received the same frames except they were to formulate the rules themselves. A third group worked on a different program and served as a control. Half of each treated group viewed an introductory sound film prior to working on the program. Investigator-developed tests revealed that both groups achieved significant gains over the controls. No significant differences were found between sexes or between the two treatment groups. Introductory films showed an additional facilitation. (JG)

ED 055 771 SE 009 969
Nowak, Stanley Marion
The Development and Analysis of the Effects of an Instructional Program Based on Piaget's Theory of Classification.
Pub Date 69
Note—205p.; Ph.D. dissertation, State University of New York at Buffalo
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-19021, M-$3.00 X-$9.25)
Document Not Available from EDRS.
Descriptors—*Child Development, *Classification, Doctoral Theses, Grade 1, Grade 2, Grade 3, Learning Theories, Mathematical Concepts, *Problem Solving, *Research, *Task Performance
Identifiers—Piaget
A sequence of problem solving tasks of classification of geometric forms and biological organisms based on Piaget's theory of learning were developed and tested with elementary school children. One experiment involved third grade subjects with one treatment group directed to learn both simple and hierarchical operations, a second group directed to learn the hierarchical operations only, and a third receiving non-classification problem solving tasks. A secondary experiment sought levels of classificatory reasoning across different grades (grade 3, grade 2, and grade 1). Test data revealed that prior classification experiences were significantly associated with classificatory skills. I.Q. and mathematical abilities were less related abilities. The group trained in both simple and hierarchical outperformed the others. Girls, after training, achieved more skills and third graders outperformed their younger schoolmates. (JG)

ED 055 772 SE 009 974
Niman, John
Mathematical Models of Physics for Teaching.
Pub Date 69
Note—159p.; Ph.D. dissertation, Columbia University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-20183, M-$3.00 X-$7.40)
Document Not Available from EDRS.
Descriptors—Achievement, College Students, Critical Thinking, Doctoral Theses, *Instructional Materials, *Mathematical Models, Mathematics, *Physics, *Research, Teaching Procedures
To measure the effectiveness of a set of instructional materials designed to aid college students in setting up mathematical models of physical situations, undergraduate liberal arts students taking physics were randomly assigned to an experimental group (receiving the materials and using a textbook), a control group (using the text only), or a control-control group using neither materials not text but taught by lectures and student-oriented laboratory activities. Three tests, one measuring physics achievement, one measuring critical thinking, and one measuring understanding of the processes of science, yielded data indicating that the experimental group performed significantly better than the control group. No other significant differences were found with regard to critical thinking ability or the understanding of the processes of science. (JG)

ED 055 773 SE 009 989
Tietz, Naunda Meier
A Comparison of Two Methods of Teaching Multiplication: Repeated-Addition and Ratio-to-One.
Pub Date 68
Note—208p.; Ph.D. dissertation, Oklahoma State University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-14348, M-$3.00 X-$9.45)
Document Not Available from EDRS.
Descriptors—Achievement, *Arithmetic, Grade 4, *Instruction, *Mathematics, *Multiplication, *Research, Retention
A random sample of 214 fourth grade students randomly assigned to two treatments completed 15 programmed lessons on multiplication of whole numbers. The treatments differed in the physical referent used in the programmed lessons. One group used an array as the physical referent (Repeated-Addition). The other used a coordinate system and ordered pairs of numbers approach (Ratio-to-one). On the basis of a posttest and retention test given a month later, no significant relationships were found between the physical referent used and the acquisition, retention, and understanding of multiplication. (JG)

ED 055 774 SE 010 011
Keane, Daniel Ford
Relationships Among Teacher Attitude, Student Attitude, and Student Achievement in Elementary School Arithmetic.
Pub Date 68
Note—133p.; Ph.D. dissertation, University of Florida
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-10942, M-$3.00 X-$6.40)
Document Not Available from EDRS.
Descriptors—*Achievement, Arithmetic, Doctoral Theses, Elementary School Mathematics, Elementary School Teachers, *Mathematics, *Research, *Student Attitudes, *Teacher Attitudes
A descriptive study of the relationships among teacher attitude, student attitude, and student achievement in arithmetic is reported. Data were obtained from 679 students of 32 teachers selected for their positive or negative preferences for teaching mathematics. The students were tested for attitudes the following year. Findings indicated: (1) data were inconclusive for relation between teacher attitude and student attitude toward arithmetic; (2) teacher attitude has no effect on student achievement; (3) there is no relationship between student attitude and achievement; and (4) economic environment affects student attitude toward arithmetic but not achievement. (JG)

ED 055 775 SE 010 029
Bierden, James Edward
Provisions for Individual Differences in Seventh Grade Mathematics Based on Grouping and Behavioral Objectives: An Exploratory Study.
Pub Date 68
Note—213p.; Ph.D. dissertation, University of Michigan
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-12042, M-$3.00 X-$9.70)
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, Doctoral Theses, Grade 7, *Grouping (Instructional Purposes), Individual Differences, *Individualized Instruction, Instruction, *Mathematics, *Research
Research reported dealt with teaching two seventh-grade classes using detailed behavioral objectives related to the topics and grouping techniques to provide for individualized instruction. The objectives were written at three levels--Basic, Intermediate, and Advanced--for each topic. The management procedure for each topic included initial class instruction designed to meet the intermediate-level objectives, testing the students on these objectives, assigning each student to a basic, intermediate, or advanced group according to his test score, and a second test on these unachieved objectives. The preparation of objectives and materials was time-consuming but it guided the selection of appropriate conditions of learning, facilitated teacher-student interaction, and provided a basis for assessing and differentiating student achievement. (JG)

ED 055 776 SE 010 123
Air Pollution Training Programs.
Public Health Service (DHEW), Washington, D.C.
Report No—PHS-P-1542
Pub Date 66
Note—49p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, College Science, *Environment, Environmental Education, *Government Publications, Natural Resources, Pollution, Program Descriptions
This catalog lists the universities, both supported and not supported by the Division of Air Pollution, which offer graduate programs in the field of air pollution. The catalog briefly describes the programs and their entrance requirements, the requirements, qualifications and terms of special fellowships offered by the Division of Air Pollution. Programs presently offered by the University of Southern California and Pennsylvania State University to train air pollution control specialists, and the air pollution courses offered by the Division of Air Pollution in the field or at the Robert A. Taft Center in Cincinnati, Ohio, are also listed. (BB)

ED 055 777 SE 010 268
Peterson, John Charles
Effect of Exploratory Homework Exercises Upon Achievement in Eighth Grade Mathematics.
Pub Date 69
Note—304p.; Ph.D. dissertation, Ohio State University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-6850, M-$3.90 X-$13.75)
Document Not Available from EDRS.
Descriptors—Achievement, Doctoral Theses, Grade 8, *Homework, *Instruction, *Mathematics, *Research, Retention, Transfer of Training
Three groups (experimental, placebo, and control) of eighth-grade mathematics students were used in a six-week study to ascertain the effect of assigning exploratory homework exercises three days preceding the teaching of a topic. Student achievement, retention, and transfer were measured by two investigator-designed posttests. The experimental group received the exploratory exercises, the placebo group received mathematical puzzle exercises, and the control group received no supplementary exercises. There were significant differences on the tests among the three groups with the experimental and placebo treatments producing a greater positive effect on achievement, retention, and transfer when they had attempted at least 50 percent of the supplementary exercises. (JG)

ED 055 778 SE 010 403
Science & Engineering Doctorate Supply & Utilization, 1968-80.
National Science Foundation, Washington, D.C.
Report No—NSF-69-37
Pub Date 69
Note—38p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Doctoral Degrees, Engineering Education, *Engineers, *Enrollment Projections, *Manpower Utilization, Science Education, *Scientists

Reported are results of a survey and a forecast of the number of science doctorates in the United States by the year 1980, of 350,000. The magnitude was determined through examination of the 1968 group, estimates of death and retirement attrition, projections of emigration and immigration patterns, and projections of doctorates produced between 1968 and 1980. Appendices include results of the survey according to: (1) 1968 utilization of Ph.D. Personnel in Science and Engineering; (2) Projected Availability of Science and Engineering Doctorates; (3) Projected 1980 Utilization of Ph.D. Scientists and Engineers; and (4) Possible Modifications of Utilization Patterns. (JG)

ED 055 779 SE 010 600

Minigardens for Vegetables. Teacher's Guide to Minigardens

Department of Agriculture, Washington, D.C.

Pub Date May 70

Note—16p.; Home and Garden Bulletin 163

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-376-040 $0.15; 0-381-952 $0.10)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, Botany, *Cognitive Processes, *Elementary School Science, *Plant Science, *Resource Materials, *Soil Science

This pamphlet suggests ways to grow garden vegetables in common household containers. A chart of cultural requirements of common vegetables is accompanied by a teacher's guide discussing the process skills and understandings which can be taught using the minigarden technique. A vocabulary list, a list of materials and supplies, and the methods by which the materials could be used in various courses are also included. (CP)

ED 055 780 SE 010 758

Riban, David Michael

An Investigation of the Relationship of Gagne's Hierarchical Sequence Model in Mathematics to the Learning of High School Physics.

Pub Date 69

Note—142p.; Ph.D. dissertation, Purdue University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-8957, M-$3.00 X-$6.80)

Document Not Available from EDRS.

Descriptors—Critical Thinking, Doctoral Theses, *Instruction, Mathematics, *Physics, Problem Solving, *Programed Materials, *Remedial Mathematics, *Research, Secondary School Science

Identifiers—Gagne

A problem solving card program was constructed on the basis of Gagne's hierarchical sequence model to teach Unit II of the Physical Science Study Committee (PSSC) course in physics. The program was used to diagnose areas of difficulty in problem solving. Remediation on 52 identified mathematical abilities involved in the problem solving tasks was built into the card program. The program was given to two different ability level classes of physics students. The programmed instruction applied increased student performance on course tests and a critical thinking test. No evidence was found to suggest that the mathematical remediation had improved the performance of the groups on the physics tests. (JG)

ED 055 781 SE 010 935

Abraham, Eugene C. And Others

Discussion Strategies and Student Cognitive Skills.

Pub Date Feb 71

Note—18p.; Paper presented at the 1971 American Educational Research Association Meeting, New York City, February 5, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, *Discussion (Teaching Technique), *Elementary School Science, Grade 6, Group Discussion, *Instruction, Learning Processes, *Research, Science Education, Teaching Methods

This study compared the effects of two specific post-laboratory discussion strategies in science on the development of the four cognitive skills of observation, inference, verification and classification. The two strategies were: (1) teacher-dominated, in the form of organized lectures based on the data students had collected; and (2) student-dominated, in that students evaluated their own results and justified all inferences they made. The sample consisted of eight groups of sixth grade students, four from an urban school and four from a suburban school. The discussions were analyzed using the "Classroom Observational Record," and students' ability in the four skills were assessed using the "Inguiry Skill Measures." Analysis of variance indicated that strategy (2) resulted in a significantly greater gain in the quantity and quality of student inferences than did strategy (1). In the suburban school, strategy (2) was better than strategy (1) in developing observation, but the reverse was found in the urban school. No conclusions could be drawn concerning the skills of verification and classification. (Author/MM)

ED 055 782 SE 010 941

Jernigan, Mary Lois

The Utility of Phonic Generalizations to Selected Science Series.

Pub Date 70

Note—273p.; Ph.D. dissertation, University of Oklahoma

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-14,418 M-$4.00 X-$12.40)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Elementary School Science, *Phonetic Analysis, Phonics, Reading Research, Research, *Textbooks, *Vocabulary, Word Frequency

This study was to determine the utility of specific phonic generalizations to vocabularies in science textbooks, words special to science, and to compare the Clymer and Bailey studies with the science study. A list of words compiled from three science series, grades on to six, was analyzed via the generalizations and procedures developed by Clymer. A percent of utility was determined for each generalization. The findings revealed that 28 generalizations were found useful to the science study. Seventeen of the 28 generalizations were also useful to the study pertaining to the words special to science. When comparing Clymer, Bailey, and this science study, 18 generalizations were found to be common and useful to each study. The difference between the Clymer, Bailey, and this science study appeared to be based on the number of words in the study. Conclusions implied a positive relationship between the number of words in the study and the number of generalizations considered useful. (Author/CT)

ED 055 783 SE 010 950

Wiegand, Virginia Keister

A Study of Subordinate Skills in Science Problem Solving.

Pub Date 69

Note—130p.; Ph.D. dissertation, University of California, Berkeley

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-13196, M-$4.00 X-$6.20)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Grade 7, *Learning Processes, *Research, Sciences, *Sequential Learning, *Task Performance

Identifiers—*Piaget

A Piagetan task (transfer task) and a complex science task (final task) were used to compare the maturational view of Piaget with that of cumulative learning with respect to solving a science problem. A learning hierarchy of subordinate capabilities was constructed for the complex science task. Three phases of the experiment were: (1) pretest on both tasks, (2) assess subskill abilities, and (3) posttest on both tasks. Thirty twelve-year-old subjects who failed the pretests were assigned to one of three treatments: Demonstration-Test-Retest (DRT); Test-Retest (TR); and Test (T). Findings include: demonstration had no significant effect on performance on the initial test of subskills; subjects successful on complex science task were, in all cases, successful on the transfer task; and intellectual development was brought about by cumulative effect of the learning of concretely referenced intellectual skills, rather than by adaptation of structures--a finding inconsistent with Piaget's position. (JG)

ED 055 784 SE 010 996

Weinbrenner, LeRoy Bernhard

Science Classificatory Dimensions and Rules Used by Children.

Pub Date 69

Note—175p.; Ph.D. dissertation, University of Wisconsin

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-22,509 M-$4.00 X-$8.00)

Document Not Available from EDRS.

Descriptors—*Classification, *Doctoral Theses, *Elementary School Science, *Elementary School Students, Research, Scientific Concepts

This study was designed to identify the rules used by children when grouping science-related objects into subsets and to compare these rules among children of different ages, sex, ability level, and neighborhood type. The rules used by children were also compared to those conventionally used in science. One rural school, one suburban school, and one inner core urban school were selected for this study. Within each school two boys, one each of high ability and low ability, and two girls, one each of high ability and low ability, were selected at each grade level, one to eight. The results indicated that half of the subsets formed were based on a gross dimension such as color, shape, size, or texture; the other half were based on a more refined rule. The children used one attribute to form 95 per cent of their subsets. Children of different sex, ability level, and neighborhood type exhibited similar grouping behaviors. There were irregular increases with age in the number of subsets formed and in the use of more refined grouping rules. About three-fourths of the subsets formed by the children were based on rules conventionally used in science classification. (Author/CT)

ED 055 785 24 SE 011 113

National Assessment of Educational Progress, Report 1--Science: National Results. Observations and Commentary of a Panel of Reviewers.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0771

Pub Date Jul 70

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 830-210, $0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum, *Evaluation, *National Competency Tests, National Surveys, *Natural Sciences, *Science Education, *Sciences, Scientific Attitudes, Scientific Concepts

Identifiers—National Assessment of Educational Progress

Presented are five reviews of the National Assessment of Educational Progress results in science. Dr. Mildred Ballou discusses the objectives of the assessment by age level with concern over explanations for responses, social implications, and validity of testing exercises. Wilmer Cooksey comments on the results as viewed by the classroom teacher and interprets results at each age level with implications pertinent to science education. Dr. Richard Merrill discusses the limitations of the study and makes possible suggestions in overcoming those limitations. Dr. Elizabeth Wood defines difficulties and hazards of the project concerning the public and mass media problems with making broad generalizations from specific test items. Dr. Stanley E. Williamson discusses what the National Assessment of Educational Progress in the sciences means to American education and what the National Assessment Program means to science education in the areas of curriculum design and development, and strategies and techniques of teaching. (BB)

ED 055 786 24 SE 011 115

Norris, Eleanor

National Assessment of Educational Progress, Report 1--Science: National Results and Illustrations of Group Comparisons.

National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0771

Pub Date Jul 70

Note—226p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 830-208, $1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Evaluation, *National Competency Tests, National Surveys, *Natural Sciences, *Science Education, *Sciences, Science Tests, Scientific Attitudes, Scientific Concepts
Identifiers—National Assessment of Educational Progress

This publication, written for citizens and professional educators, releases about 40 percent of the data describing what groups of Americans know and can do in the area of science. Nine-year old elementary (28,000), thirteen-year old junior high (28,000), and senior high students were tested. In addition 10,000 adults, ages 26-35, were involved. Four major objectives assessed included: (1) Fundamental Facts and Principles of Science, (2) Abilities and Skills Needed to Engage in the Process of Science, (3) Understanding the Nature of Science, Attitudes and Appreciations of Scientists, Science, and (4) the Consequences of Science that Stem from Adequate Understandings. Data were analyzed to yield information regarding: (1) four geographic regions, (2) four sizes of communities, (3) four types of communities, (4) sex, and (5) levels of parents education. Appendices include the development of the National Assessment Exercises, Definition of Terms, Structure of Sampling and Weighting, and Data for Nine Selected Science Exercises. There is no attempt in this report to discuss whether these results show that the status of science education and knowledge in the United States is good or bad, or to make recommendations on the basis of these results. (BB)

ED 055 787 SE 011 170
Vannan, Donald A.
Pennsylvania Clearinghouse on Methodology in Elementary Science, Volume 3 Number 1, April, 1971.
Bloomsburg State Coll., Pa.
Pub Date Apr 71
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Science, *Methods Courses, *Preservice Education, *Program Descriptions, Science Education, *Teacher Education, Teaching Techniques

This third annual publication contains ten articles written by college instructors who teach elementary science methods courses. Subjects considered include contract teaching, classroom techniques for isolating and culturing molds, science interests in the intermediate grades, a proposed program of science education for the elementary teacher, taped instruction in science methods courses, the status of the new elementary science programs in teacher-training institutions of Ohio, Kentucky, Pennsylvania, and West Virginia, a pre-school science project, reading groups in the science class, and undergraduate science teaching methodology. (PR)

ED 055 788 SE 011 185
The Improvement of Science Instruction in Oklahoma. Grades 7-12.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 70
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Curriculum, Curriculum Development, *Curriculum Guides, *Inquiry Training, Science Education, *Secondary School Science, *State Curriculum Guides

This publication has been prepared as a leadership guide for science teachers, secondary school administrators, and teacher educators who desire to produce competent science teachers. Science taught as inquiry is the central theme, and the "-processes of science" are recommended as the proper content for all courses. The guide is organized into these chapters: Science and Scientific Inquiry, An Overview of Science Taught As Process, Recommended Science Program--Grades 7-12, Organizing a Science Program in Your School, Recommendations Concerning the Preparation of Secondary Science Teachers, Inquiry Program Model Lessons, and Inquiry Program Bibliography. More than half of the publication is devoted to the chapter on model lessons in which nine representative lessons taken from the recommended curriculum programs are presented. The recommended science programs include the curriculum projects developed during the last decade through federal government sponsorship. (Author/PR)

ED 055 789 SE 011 187
Science Guide, Grades 1-6.
North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date Aug 69
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum, *Elementary School Science, *Resource Guides, Science Education, Sciences, *Teaching Guides
Identifiers—North Dakota

This science guide is developed to assist North Dakota school and administrative personnel in developing coordinated programs in elementary science suitable to their own needs and resources. The guide offers sample objectives to be used in developing a list of behavioral objectives; outlines for developing a scope for the program; offers assistance in arranging a science sequence; develops units of study; offers a variety of practices for evaluation; and provides information, activities, and resources for enriching the elementary school science program. Appendices include: publishers of science texts for elementary schools, supply houses for science equipment and supplies, sources of educational media, professional references in elementary school science education, English metric conversion table, temperature conversion table, relative humidity, and suggested science sequences. (BB)

ED 055 790 SE 011 253
Starnes, Thomas A.
Evaluation of "Operation Upstream" Summer, 1968. Research and Development Report, Volume 2 Number 7.
Atlanta Public Schools, Ga.
Pub Date Oct 68
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Evaluation, *Instruction, *Outdoor Education, Physical Education, Physical Education Facilities, Recreational Activities, *Summer Programs
Identifiers—ESEA Title I

Described are the program objectives, rationale, and evaluation of an elective, survival oriented, personal development summer program administered by the Atlanta Public Schools. The evaluation was of a quasi-experimental pretest, posttest design. The 34 students were evaluated by the California Test of Personality and "Operation Upstream" questionnaire. Results indicated the young men made significant gains on both instruments. Data from the California Test of Personality indicated eight areas in which there were improvements in personality characteristics. The "Operation Upstream" questionnaire indicated most task objectives of the program were achieved. (BB)

ED 055 791 SE 011 350
Simmons, Raymond L., Ed.
Selected Instrumentation Films, 1969-1970.
Instrument Society of America, Pittsburgh, Pa.
Pub Date 69
Note—166p.
Available from—Instrument Society of America, 530 William Penn Place, Pittsburgh, Pennsylvania 15219
Document Not Available from EDRS.
Descriptors—Aerospace Technology, Catalogs, *College Science, Computers, *Films, *Filmstrips, Instrumentation, Measurement, Nuclear Physics, *Secondary School Science

This list of currently available films and filmstrips pertinent to instrumentation has been compiled from information solicited from many government and private sources. The 1969 compilation has been organized into the following eight categories: (1) principles of measurement and basic measurements; (2) analysis instrumentation; (3) automation and automatic control; (4) computers, computation, data processing, and numerical control; (5) nuclear science and engineering; (6) rocketry, missiles, space vehicles, and space science; (7) science and basic science principles; and (8) other. Within a classification, a film or filmstrip is specified by: title, description, source, producer, and preview, a short abstract of the film. A directory of the sources is included. (Author/TS)

ED 055 792 SE 011 353
Bauman, Daniel J. And Others
A Guide to the Instruments Developed for Evaluation of In-Service Institutes.
Pub Date Apr 70
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation, *Evaluation Techniques, *Inservice Teacher Education, *Measurement Instruments, Program Evaluation, *Science Institutes
Identifiers—Earth Science Curriculum Project

The purpose of this paper is to provide summary data relative to the instruments developed for analysis of in-service institutes. This paper initiates a slightly different form of offering instruments for use by others. Rather than presenting a finished instrument with only summary data provided and all of the subjective decisions made, the reader is given the opportunity to make his own decisions and, using basic data which must be requested from the publisher, to develop his own instruments. The developed instruments may also be requested, along with summary data such as factor loadings, reliability, standard error of measurement and indications of needs. The development and application of the instruments is described, but content of the instruments is not provided in this paper. (Author/PR)

ED 055 793 SE 011 354
Gordon, Bernard L.
Marine Careers.
Northeastern Univ., Boston, Mass. Dept. of Earth Sciences.
Pub Date 70
Note—46p.
Available from—Northeastern University, Department of Earth Sciences, Boston, Massachusetts ($1.00)
Document Not Available from EDRS.
Descriptors—*Career Opportunities, Career Planning, Careers, Earth Science, *Employment Opportunities, *Oceanology, *Publications, Resource Materials, *Science Careers

The five papers in this publication on marine careers were selected so that science teachers, guidance councilors, and students could benefit from the experience and knowledge of individuals active in marine science. The areas considered are indicated by the titles: Professional Careers in Marine Science with the Federal Government, Marine Science Government Publications to Aid Teachers and Students, Oceanography Programs for Teachers and for Grade and High School Students, Marine Geological Research and Potentials, and Today's Youth in Tomorrow's Sea. The paper on marine science government publications includes an extensive, nongovernment listing of aquatic science paperback books, as well as references from the Government Printing Office, Fish and Wildlife Service, National Oceanographic Data Center, and the World Data Center A, Oceanography. (PR)

ED 055 794 SE 011 355
National Center for Educational Statistics Bulletin Number 8: Advance Statistics for Management.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Pub Date 10 Mar 71
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Trends, *Enrollment, *Environmental Education, *Health Education, Health Programs, *National Surveys

This bulletin, produced by the National Center for Educational Statistics, releases information collected by the School Staffing Survey, Spring 1970. The data base consisted of approximately 1,200 public elementary and secondary schools. Data presented include: Environmental Health courses, Pupils Enrolled in Environmental Health Courses, Environmental Health Occupation Courses, Comparative Course Offerings in Secondary Schools, and Comparative Enrollments in Secondary School Courses. The data indicated that about 23 percent of the public and elementary schools in the United States offered courses in environmental health. About 14 percent of the students were enrolled in such courses; twice as many elementary as secondary students were enrolled in such courses. (BB)

ED 055 795 SE 011 360
Environment Information ACCESS, Volume 1 Number 5.
Environment Information Center, New York, N.Y.

Pub Date 26 Mar 71
Note—62p.
Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with reviews of recent books in environmental subject areas; reviews and previews of environmental programs appearing on national network television; current conferences; and subject, industry, and author indexes. (BL)

ED 055 796 SE 011 361
Environment Information ACCESS, Volume 1 Number 4.
Environment Information Center, New York, N.Y.
Pub Date 12 Mar 71
Note—65p.
Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with governmental affairs—new legislation, environmental impact statements, and court cases; reviews and previews of envrionmental programs appearing on national network television; current conferences; and subject, industry, and author indexes. (BL)

ED 055 797 SE 011 367
Vetter, Richard C.
Oceanography Information Sources 70.
National Academy of Sciences, Washington, D.C.
Pub Date 70
Note—54p.
Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Earth Science, *Information Sources, *Oceanology, *Publications, *Resource Materials

This booklet lists oceanography information sources in the first section under industries, laboratories and departments of oceanography, and other organizations which can provide free information and materials describing programs and activities. Publications listed in the second section include these educational materials: bibliographies, career information, curricula information, films and filmstrips, kits, laboratory programs, and general inquiries. The final listing of publications includes reference lists, directories, compilations of information, journals, bulletins, newsletters, periodicals, reports of the National Academy of Sciences-National Research Council, and general coverage magazines and newsletters. (PR)

ED 055 798 SE 012 005
Korth, Willard W. And Others
A Study of the Relationships Between Measures of Teacher-Pupil Verbal Interaction and Student Assessment of Classroom Practices.
Pittsburgh Univ., Pa.
Pub Date 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Evaluation, *Inquiry Training, *Interaction Process Analysis, Measurement Instruments, *Secondary School Science, Teacher Behavior, *Teacher Evaluation

This study examines the relationship between two measures of inquiry-verbal communication: The Science Classroom Activities Checklist (SCAC) and a modified form of the Parakh System of Interaction Analysis. The sample for this study consisted of ten randomly selected classrooms: three ninth-grade general science classrooms, six ninth-grade earth science classrooms, and one seventh-grade earth science classroom. Tape recordings of a single class session for each of the ten classes were used for the interaction analysis. The day following the recording session students in each class were given the SCAC, an instrument designed to measure the inquiry oriented activities, consisting of 55 true-false questions organized into seven categories. The Spearman Rank Correlation Coefficient analysis was used to relate the total score on the SCAC and the six areas of the interaction analysis. The highest coefficient was given between SCAC scores and percent of time attributed to teacher questions (.90). Pearson product moment coefficients between sections of the SCAC are also included in the results, indicating significant positive correlations for all but three of the coefficients. Results also indicate that inquiry makes up only a small part of what took place in the classrooms in this study; teachers generally dominated classroom discussions. (PR)

ED 055 799 SE 012 006
Egelston, Judy C. Egelston, Richard L.
A Comparison of Two Methods of Managing Laboratory Experiments.
State Univ. of New York, Genesco.
Pub Date Mar 71
Note—12p.; Paper presented at the National Association for Research in Science Teaching, Silver Spring, Maryland, March 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, Biology, Classroom Environment, Educational Research, *Evaluation, *Inductive Methods, *Interaction Process Analysis, *Secondary School Science

This study compared two groups of high school biology students with respect to laboratory achievement, learning climate, and laboratory behavior on the part of both students and teachers. A cell physiology and nutrition unit containing ten exercises was utilized by five randomly assigned teachers (86 students) in an open-inductive method and by four randomly assigned teachers (90 students) in the conventional method. All teachers were experienced, given a special training session, and volunteered to participate. The adjusted trend analysis revealed some evidence that, after several experiments using the inductive method, the hypothesized curvilinear trend in achievement scores of the open-inductive group was equally as good or better than for the scores of the control group. The laboratory behavior of the two groups was significantly different on five of six comparisons as identified by an interaction analysis system developed by the author. Learning climate, indicated by using an instrument designed to measure the socio-emotional properties of the learning environment, was significantly different between the two groups. (Author/PR)

ED 055 800 SE 012 021
Pecsok, Robert L., Ed. Chapman, Kenneth, Ed.
Modern Chemical Technology, Volume 5.
American Chemical Society, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—185p.
Available from—American Chemical Society, 1155 Sixteenth Street, N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors—Chemical Analysis, *Chemical Technicians, *Chemistry, *College Science, *Instructional Materials, *Organic Chemistry, Science Activities, Textbooks
Identifiers—Chemical Technician Curriculum Project

This volume contains chapters 26-31 for the American Chemical Society (ACS) "Modern Chemical Technology" (ChemTeC) instructional material intended to prepare chemical technologists. Chapter 26 reviews oxidation and reduction, including applications in titrations with potassium permanganate and iodometry. Coordination compounds are described in the next chapter, and chapters 29-31 serve as an introduction to organic chemistry. Included are a description of organic chemistry, classes and functional groups of organic compounds, classifying organic compounds, and recations of hydrocarbons. Student exercises and laboratory experiments are included. Also see SE 010 875 to SE 010 879 for description of the other volumes. (PR)

ED 055 801 SE 012 022
Pecsok, Robert L., Ed. Chapman, Kenneth, Ed.
Modern Chemical Technology, Volume 6.
American Chemical Society, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—179p.
Available from—American Chemical Society, 1155 Sixteenth Street, N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors—Chemical Analysis, *Chemical Technicians, *Chemistry, *College Science, *Instructional Materials, *Organic Chemistry, Science Activities, Textbooks
Identifiers—Chemical Technician Curriculum Project

This volume contains chapters 32-39 for the American Chemical Society (ACS) "Modern Chemical Technology" (ChemTeC) instructional materials intended to prepare chemical technologists. The study of organic chemistry is continued as these major topics are considered: alcohols and phenols, alkyl and aryl halides, ethers, aldehydes and ketones, carboxylic acids and derivatives, organic compounds containing nitrogen, organic compounds containing sulfur, and optical activity. Student exercises and laboratory experiments are included. (PR)

ED 055 802 SE 012 023
Alden, John D.
A Profile of the Engineering Profession.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Mar 71
Note—36p.
Available from—Engineers Joint Council, 345 East 47th Street, New York, New York 10017 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment, Employment Trends, *Engineering Education, *Engineers, Geographic Distribution, *National Surveys, *Specialization

This report is based on data obtained during the summer of 1969 from 45,000 fully qualified engineers, representing an estimated 308,00 members of the organized engineering profession. The following statements summarize the findings of this study. The largest number of degrees were reported in the fields of electrical and electronic, mechanical, and civil engineering respectively. Among 199 areas of technology, 34 percent of the engineers selected the following eight as the

areas in which they were most competent: engineering generally, mechanical engineering, electrical engineering, structures, systems engineering, industrial engineering, electronic applications, and plant and facilities engineering. Of the qualified respondents who were employed, most were in three major sectors of the economy: 72 percent in industry, 14 percent in government, and 7 percent in educational institutions. Fifteen percent of the qualified respondents regarded themselves as other than engineers, even though they met the criteria to be counted as engineers for purposes of the survey. Forty-three percent of the qualified respondents were licensed in one or more states. Less than one half of one percent of the group were women. The two states with the largest number of engineers were California with 13 percent and New York with 9 percent. (Author/PR)

ED 055 803 SE 012 045
General Physics, Physics 12 [Science Curriculum Materials].
Rochester City School District, N.Y.
Pub Date 70
Note—264p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Curriculum Guides, Grade 12, *Physics, Resource Materials, *Science Activities, *Secondary School Science, *Teaching Guides
The Physics 12 curriculum guide represents one in a series of science guides especially designed to provide for the pupil whose primary interests are in non-science fields. The program provides study in physics in which fundamental concepts and understandings are developed, mathematical concepts are limited, and students are encouraged to relate physical concepts and understandings to daily experiences. An emphasis is placed on laboratory activity with the expectation that most of the understandings will develop from such experiences. Activities are contained in these five units: measuring matter at rest, matter in motion, heat energy, energy transfer by wave motion, and light waves. (Author/PR)

ED 055 804 SE 012 069
Laquer, Henry L.
Cryogenics, the Uncommon Cold, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 67
Note—64p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Atomic Theory, *Instructional Materials, *Matter, Physical Sciences, Resource Materials, *Secondary School Science, *Temperature
This booklet is one in the "Understanding the Atom Series" published by the U. S. Atomic Energy Commission for high school students and their teachers. Reviewed are low temperature research and its application as these subjects are presented: how cold is cold, temperature, thermometers, states of matter, creation of low temperatures, properties and uses of cryogenic liquids, preservation of low temperatures, properties of matter at low temperatures, quantum fluids, and cryogenics as a tool. Numerous photographs and diagrams are utilized and a list of suggested references is included. (PR)

ED 055 805 SE 012 070
Hellman, Hal
Lasers, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 68
Note—63p.; Revised 1969
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Atomic Theory, *Instructional Materials, *Lasers, *Light, Resource Materials, *Secondary School Science, Technological Advancement
This booklet is one of the booklets in the "Understanding the Atom Series" published by the U. S. Atomic Energy Commission for high school science teachers and their students. Basic information for understanding the laser is provided including discussion of the electromagnetic spectrum, radio waves, light and the atom, coherent light, controlled emission, and the discovery of the laser. Other topics considered include interesting applications, the multitude of lasers, and communications. Numerous photographs and diagrams are utilized and a list of suggested references is included. (PR)

ED 055 806 SE 012 071
Nuclear Power and the Environment, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 69
Note—36p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Electricity, *Environment, *Environmental Education, Instructional Materials, Natural Resources, *Pollution, *Radiation, Secondary School Science, Thermal Environment
This booklet is one of the booklets in the "Understanding the Atom Series" published by the U. S. Atomic Energy Commission for high school science teachers and their students. Discussion concentrates on the radiological and thermal aspects of the environmental effects of nuclear power plants; on the procedures followed by the Atomic Energy Commission (AEC) to minimize the impact of nuclear plants on man and his environment; and on the research conducted by the AEC and others to further expand our knowledge. Numerous photographs and diagrams are utilized and a list of suggested references is included. (Author/PR)

ED 055 807 SE 012 072
Kastner, Jacob
Nature's Invisible Rays, World of the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 70
Note—50p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Atomic Theory, *Instructional Materials, Measurement Techniques, *Radiation, *Radioisotopes, Reading Materials, Resource Materials, *Secondary School Science
This booklet is one in the "World of the Atom Series" for junior high school students and their teachers. It describes the sources, methods for detection, and useful applications of the invisible radiation that occurs naturally on earth. Numerous photographs are included throughout the text. (PR)

ED 055 808 SE 012 075
Bernstein, Jeremy
The Elusive Neutrino, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 69
Note—83p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee, 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Atomic Theory, Instructional Materials, *Measurement Techniques, *Nuclear Physics, Radiation, Resource Materials, Science History, *Secondary School Science
Identifiers—Fundamental Particles
This booklet is one of the booklets in the "Understanding the Atom Series" published by the U. S. Atomic Energy Commission for high school science teachers and their students. The discovery of the neutrino and the research involving this important elementary particle of matter is discussed. The introductory section reviews topics basic to the understanding of neutrino research: the electron, isotopes, wave character of the electron, spin, the neutron, transformation of particles, the photon, electromagnetic properties, interactions, and relativistic mass. The major portion of the discussion describes how the existence of neutrinos was confirmed, including such concepts as the laws of conservation, the paradox of the energy-momentum balance, particle-antiparticle annihilation, and other topics. Numerous photographs and diagrams are utilized and a list of suggested references is included. (PR)

ED 055 809 SE 012 083
Undergraduate Education in the Plant and Soil Sciences, Proceedings of a Conference.
Commission on Education in Agriculture and Natural Resources, Washington, D.C.; National Academy of Sciences - National Research Council, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 69
Note—47p.
Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, *Conference Reports, Curriculum, Curriculum Development, Earth Science, *Plant Science, *Soil Science, Teacher Education, *Undergraduate Study
The proceedings of the 1967 Conference on Undergraduate Teaching in the Plant and Soil Sciences are presented in this publication. Seven individual presentations and reports from ten working groups review the adequacy and effectiveness of courses and curricula for undergraduate students; discuss instructional materials, methods, and equipment that might stimulate and improve the educational process; evaluate the role of the laboratory in teaching; and consider the means of encouraging continuing faculty development. (Author/PR)

ED 055 810 SE 012 084
Atomic Energy Basics, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 70
Note—96p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Atomic Theory, Chemistry, Energy, Instructional Materials, *Nuclear Physics, Physics, *Radioisotopes, Resource Materials, Secondary School Science
This booklet is part of the "Understanding the Atom Series," though it is a later edition and not included in the original set of 51 booklets. A basic survey of the principles of nuclear energy and most important applications are provided. These major topics are examined: matter has molecules and atoms, the atom has electrons, the nucleus, visualizing the atom, the chemical elements, energy comparisons, nuclear radiations and their penetration of materials, nuclear energy released, nuclear reactors, and service to man. Numerous photographs and diagrams are utilized. (PR)

ED 055 811 SE 012 087
Hellman, Hal
Atomic Particle Detection, Understanding the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 70
Note—60p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Atomic Theory, *Instructional Materials, *Laboratory Equipment, Laboratory Techniques, *Measurement Instruments, Nuclear Physics, *Radiation, Resource Materials, *Secondary School Science
This booklet is one of the booklets in the "Understanding the Atom Series" published by the U. S. Atomic Energy Commission for high school science teachers and their students. The instruments used to detect both particles and electromagnetic radiation that emerge from the nucleus are described. The counters reviewed include ionization chambers, scintillation counters, semiconductor detectors, Cerenkov counters, time-of-flight measurement, and coincidence counting. Track-forming detectors considered include cloud chambers, bubble chambers, spark chambers, nuclear photographic emulsions, and plastic detectors. The use of computers in particle detection is discussed. The appendix provides instructions for building a simple diffusion cloud chamber. Numerous photographs and diagrams are utilized and a list of suggested references is included. (PR)

ED 055 812 SE 012 089
Pollard, William G.
The Mystery of Matter, World of the Atom Series.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 70
Note—64p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37839 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Atomic Structure, *Atomic Theory, *Instructional Materials, *Matter, Resource Materials, Science History, *Secondary School Science
This booklet is one in the "World of the Atome Series" for junior high school students and their teachers. It describes the fascinating story of the search for the key to the structure of matter. These topics are reviewed: the chemical atom of the 19th century, the planetary atom, the wave atom, inside the elementary particles, and the mystery of matter. Numerous photographs are included throughout the text. (PR)

ED 055 813 SE 012 107
Laboratory Guide to Instruments, Equipment, and Chemicals, 1971-72.
American Chemical Society, Washington, D.C.
Pub Date 71
Note—430p.
Available from—American Chemical Society, 1155 Sixteenth Street, N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors—Chemical Industry, *Chemistry, *Directories, *Equipment Manufacturers, *Laboratory Equipment, *Manufacturing Industry, Publications, Supplies
This edition of the American Chemical Society laboratory guide is designed to assist the buyers of laboratory supplies and services. The guide contains 40,000 entries and 1,850 product headings presented within these listings: products and services advertised; main dealer location and their branch offices in the southern, northeastern, midwestern, and western and southwestern United States; instruments and equipment (each with a list of manufacturers); chemicals and special research services (with maufacturers or suppliers); experimental chemicals brought out during 1970 (listed by company); commonly used trade names of products and services (with names of companies claiming them or their exclusive rights); new books listed or reviewed in American Chemical Society journals in the 12-month period ending March 31, 1971; exposition calendar from August, 1971 to July, 1972; and a directory, including address and telephone numbers of manufacturers and suppliers mentioned in the other sections. (PR)

ED 055 814 SE 012 110
Kuhns, Helen F., Comp. And Others
Nuclear Energy for Water Desalting, A Bibliography.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date May 67
Note—34p.
Available from—Clearinghouse for Federal Scientific and Technical Information, National Bureau of Standards, Department of Commerce, Springfield, Virginia 22151
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Energy, Literature Reviews, Natural Resources, *Nuclear Physics, Technological Advancement, *Water Resources
Identifiers—*Water Desalting
This bibliography includes 215 abstracts of publications on the use of nuclear energy in the production of potable water from saline or brackish waters. The uses of nuclear reactors, radioisotopic heat sources, and nuclear explosives are covered in relation to the various desalination methods available. Literature through April 1967 has been searched for the present edition. References to the technical report literature are arranged by report number under the issuing organizations, and the journal references are arranged alphabetically by journal title. Author and report number-availability indexes are included. (Author/PR)

ED 055 815 SE 012 112
Preudhomme, Leroy L.
River of Life. Water: The Environmental Challenge.
Department of the Interior, Washington, D.C.
Pub Date 70
Note—100p.; Conservation Yearbook Series Volume Number 6
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Conservation Education, Ecological Factors, Ecology, *Environment, Environmental Education, *Natural Resources, Pollution, Water Pollution Control, *Water Resources
This is the sixth in a series of Conservation Yearbooks prepared by the U.S. Department of the Interior as environmental reports to the public concerning problems of water resources in the United States. Information presented includes descriptive information, statistical data, and extensive color photographs. The methods of presenting information make the yearbook suitable for all age levels. Included are sections on The Story of Water; The Hydrologic Cycle; Water: The Environmental Challenge; Water Rich or Water Poor?; The Unending Struggle for Quality; Fish, Wildlife . . . and People; Water at Work for Man; and Islanders and Indians. (BB)

ED 055 816 SE 012 120
Hayward, O. T. And Others
Dimensions of a Planet.
American Geological Inst., Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—45p.; CEGS: Programs Publications No. 7
Available from—American Geological Institute, 2201 M Street, N.W., Washington, D.C. 20037
Document Not Available from EDRS.
Descriptors—*College Science, *Earth Science, Geology, Inquiry Training, *Instructional Materials, Laboratory Experiments, *Measurement Techniques, Problem Solving, *Science Activities, Science History
This publication is one of a series of single-topic problem modules designed for use in undergraduate geology and earth science courses. The first section, "Ain't It Flat? A Series of Experiments in Geodesy," presents various experiments for determining the earth's circumference (historically) and describes the use of satellites in determining the precise shape of the earth. The second section, "Put it on the Scales," describes the Cavendish experiment to determine the value of the universal gravitational constant, G, and to use this value in calculating the mass of the earth. The values for the size and mass of the earth are utilized in the final chapter to determine the mean density of the earth. The modules in this series are self-contained, inquiry and problem solving oriented, and designed to be open-ended. (PR)

ED 055 817 SE 012 122
Environment Information ACCESS, Volume 1 Number 6.
Environment Information Center, New York, N.Y.
Pub Date 9 Apr 71
Note—70p.
Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—*Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Resource Materials
Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the access system, the Ecology Forum, and significant information appearing in the issue. The main entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geographical change, and wildlife. A special section includes a review and preview of national network programming on environmental issues; a periodical list; current conferences; and subject, industry, and author indexes. (BB)

ED 055 818 SE 012 166
Smith, Charlie James
A Comparative Study of Two Methods of Teaching Physical Science to College Freshmen with Disadvantaged Backgrounds.
Pub Date 70
Note—140p.; Ph.D. dissertation, University of Mississippi
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-16406 M-$4.00 X-$6.60)
Document Not Available from EDRS.
Descriptors—Achievement, *College Science, Comparative Analysis, *Disadvantaged Youth, Doctoral Theses, Evaluation, *Instruction, *Physical Sciences, *Program Evaluation, Student Evaluation
This study compared the effectiveness of an experimental student-centered method to a traditional method of teaching physical science to disadvantaged college freshmen. The study extended over a period of one academic year. It utilized an experimental group and a control group, each consisting of 30 randomly-selected students. A t-ratio was used to test the significance of the difference between the group means on the pre- and posttests. The coefficient of correlation was used to determine relationship between sex, age, number in household, or family income and achievement. The experimental group scored significantly higher on understanding of the methods and nature of science and the ability to think critically in non-scientific areas. No significant difference with respect to the number of scientific facts and principles learned was found between the two groups. (Author/PR)

ED 055 819 SE 012 223
Lett, Rosemary, Ed.
Science, A Teacher's Guide, Grades 4-6.
Buffalo Public Schools, N.Y.
Pub Date 69
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Curriculum Guides, *Elementary School Science, Scientific Concepts, *Teaching Guides
This teacher's guide to science in grades 4, 5, and 6 in the Buffalo Public Schools, New York, lists content areas for each grade level. Concepts or understandings to be developed for each content area are listed. Appropriate text and teacher guide pages are given to the science series developed by Herman and Nina Schneider to reinforce these broad objectives and relationships. (BB)

ED 055 820 SE 012 224
Scharf, John And Others
Advanced Placement Mathematics Calculus, Grade 12 Curriculum Guide.
Warren City Schools, Ohio.
Pub Date 69
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advanced Placement Programs, Analytic Geometry, *Calculus, *Curriculum Guides, Grade 12, Instruction, Mathematics Education, *Secondary School Mathematics
This document is a guide to the advanced placement program in calculus for grade 12 in the city schools in Warren, Ohio. The program covers analytic geometry, differential and integral calculus of algebraic functions, elementary transcendental functions, and applications of differentiation and integration. The philosophy and aims of the program are also discussed. (MM)

ED 055 821 SE 012 228
Educational Summaries 1, 2, and 3: A Summary for Parents and Students on the Subject of Teenage Drug Abuse, Stop the 'Street Market' Suppliers, and Diseases and Disorders That May Result from Drug Abuse.
Pub Date 71
Note—24p.; (8p. each)
Available from—Educational Summaries, Inc., P. O. Bin 14, Pasadena, California 91109 ($0.50 each)
Document Not Available from EDRS.

Descriptors—*Drug Abuse, Drug Addiction, *Drug Education, Health Education, *Instructional Materials, Narcotics, *Pamphlets, Socially Deviant Behavior

Contained are three brochures designed to provide understandable information on the drugs, narcotics, and chemicals that are being most frequently abused. They also portray the illegal "-street market," and how the user will look, act, and be harmed as a result of drug use. The first brochure summarizes some characteristics and effects of stimulants, depressants, and hallucinogens. It is directed primarily toward parents. The second considers how drugs get into the hands of youths and who makes the huge profits from their ultimate sale. Particular reference is to heroin, hashish, marijuana, LSD, barbiturates, and amphetamines. Temporary and permanent injuries from the abuse of drugs is highlighted in the third pamphlet. Diseases and disorders are outlined, including a section on contaminated needles and drugs. Each brochure employs cartoon illustrations, diagrams, and short narrative material to present its point. Common drug terms are frequently used. (BL)

ED 055 822 SE 012 319

Environment Information ACCESS, Volume 1 Number 1.

Environment Information Center, New York, N.Y.

Pub Date 29 Jan 71

Note—85p.

Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special segment in this issue reviews current and past references and citations focusing on mercury pollution. Additional sections deal with reviews of recent books in enviromental subject areas; reviews and previews of environmental programs appearing on national network television; current conferences; and subject, industry, and author indexes. (BL)

ED 055 823 SE 012 320

Environment Information ACCESS, Volume 1 Number 2.

Environment Information Center, New York, N.Y.

Pub Date 12 Feb 71

Note—60p.

Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with a review of recent films and filmstrips in environmental areas; reviews and previews of environmental programs appearing on national network television; current conferences; and subject, industry, and author indexes. (BL)

ED 055 824 SE 012 321

Environment Information ACCESS, Volume 1 Number 3.

Environment Information Center, New York, N.Y.

Pub Date 26 Feb 71

Note—62p.

Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with a review of recent films and filmstrips in environmental areas; reviews and previews of environmental programs appearing on national network television; current conferences; and subject, industry, and author indexes. (BL)

ED 055 825 SE 012 322

Environment Information ACCESS, Volume 1 Number 8.

Environment Information Center, New York, N.Y.

Pub Date 15 May 71

Note—76p.

Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Resource Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The main entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special section includes a review of recent books in environmental areas; current conferences; and subject, industry, and author indexes. (BB)

ED 055 826 SE 012 328

List of Acquisitions Number 23, Books, Monographs, etc.; List of Acquisitions, Articles, Papers and Reprints; List of Acquisitions, Area Files; Selected Monthly Index to Periodical Literature.

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date Jul 71

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, Contraception, *Demography, *Family Planning, Library Acquisition, Literature, Periodicals, Population Trends, *Reference Materials, *Social Sciences

Acquisitions of the Carolina Population Center Library, University of North Carolina, Chapel Hill, North Carolina, are indexed in this bibliographic source. Topics deal with birth control and contraception, demography, family planning, health, population factors, social welfare, and related subjects. Section 1 is a list of books, monographs, general research reports, and conference proceedings, arranged by subject. Section 2 is an author listing of articles, papers, and reprints recently added to the Library's reprint files. Section 3 is a catalog of area files, inventorying a variety of materials specific to foreign countries. Section 4 is a "scanning sheet" or monthly index of selected articles appearing in 22 periodicals received by the Library. A subject index is appended to each of the last three sections. (BL)

ED 055 827 SE 012 333

Acquisitions List No. 36, April-May 1971.

Planned Parenthood--World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date May 71

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, *Family Planning, Periodicals, Population Trends

The"Acquisitions List" of demographic books and aritcles is issued every two months by the Katharine Dexter McCormick Library. Divided into two parts, the first contains a list of books most recently acquired by the library, each one annotated and also marked with the Library call number. The second part consists of a list of annotated articles, classified according to the Planned Parenthood--World Population (PPWP) Coding System, which have been selected from the 150 scientific and professional journals received by the Library. The purpose of the list is to assist PPWP Affiliates and other organizations in easily arranging their informational materials in a systematic scheme. A form for ordering xeroxed copies of articles is included. (BL)

ED 055 828 SE 012 338

Proceedings of South Carolina Environmental Education Conference (Hobcaw House, Georgetown, South Carolina, February 3-4, 1971).

South Carolina State Dept. of Education, Columbia.

Spons Agency—Belle W. Baruch Foundation, Clemson, S.C.

Pub Date Feb 71

Note—89p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, Curriculum Development, Educational Programs, *Environmental Education, *Teacher Education

Identifiers—*South Carolina

The South Carolina Environmental Education Conference was held February 3 and 4, 1971, at Hobcaw House, Georgetown, South Carolina. The Conference was intended to provide a dialogue between teacher-training institutions, State Department of Education personnel, and other state agency personnel interested in environmental education. One aim of the Conference was to encourage college and university education departments to incorporate the use of available environmental education materials into their cur-

riculums. Addresses, accompanied by resulting discussions and suggestions, are presented verbatim in this report. Topics include: The Need for Environmental Education as an Integral Part of Teacher Education; Existing Teacher Training Programs and Material; Federal Programs as a Source of Funds; Existing Materials for Environmental Education; Principal Parts of a Model Program; Employment Opportunities; Implementation; and Evaluation of Environmental Education Programs. Lists of conference members, staff, and environmental education materials available from the South Carolina State Department of Education are included. (BL)

ED 055 829 SE 012 342
McHugh, Gelolo Williams, Jay C.
A Drug Knowledge Inventory and Teacher's Guide.
Pub Date 69
Note—38p.
Available from—Family Life Publications, Inc., Box 6725, Durham, North Carolina 27708
Document Not Available from EDRS.
Descriptors—*Drug Addiction, *Drug Education, Health Education, Higher Education, *Instructional Materials, *Questionnaires, Secondary Education, Self Evaluation, Socially Deviant Behavior, *Teaching Guides
An opportunity to acquire information about addictive and habit-forming drugs and to understand the effects of drug abuse are presented in this Drug Knowledge Inventory and Discussion Guide. A self-testing and self-scoring approach is used to provide a climate for discussions that will further personal growth in making constructive behavioral choices about the use of drugs. Forty-one of the 44 items in the multiple choice inventory were selected on the basis of statistical studies using a 56 item trial edition. The trial edition was administered to 380 college undergraduates and 125 junior and senior high school students. It was developed through an extensive study of authoritative literature on addictive and habit-forming drugs. The discussion guide serves as a supplementary preparation aid, offering general and technical information in addition to suggestions for discussion. This is arranged question by question corresponding to the inventory. Instructions for uses of the instrument and procures for administering it are given. A bibliography of selected books and other resources for learning and teaching about addictive and habit-forming drugs completes the guide. (BL)

ED 055 830 SE 012 345
The Ramsar Conference, Final Act of the International Conference on the Conservation of Wetlands and Waterfowl (Ramsar, Iran, 30 January to 3 February 1971).
Pub Date 71
Note—4p.
Journal Cit—IUCN Bulletin; v2 n19 Apr/Jun 71 Special Supplement
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conferences, *Conservation (Concept), *Ecology, Environment, *Foreign Countries, Legislation, *Water Resources, *Wildlife Management
The text of the Final Act of the International Conference on the Conservation of Wetlands and Waterfowl is presented in this pamphlet. The conference was convened by the Government of Iran at Ramsar, Iran, January 30 to February 3, 1971, to promote international collaboration in this field. It was sponsored by the International Wildfowl Research Bureau, and co-sponsored by the Food and Agriculturai Organization, United Nations Educational, Scientific and Cultural Oranization (UNESCO), International Biological Programme, International Union for Conservation of Nature and Natural Resources, International Council for Bird Preservation, World Wildlife Fund, and Conseil International de la Chasse. Governments officially represented were: Belgium, Denmark, Finland, France, Federal Repbulic of Germany, India, Iran, Ireland, Jordan, The Netherlands, Pakistan, South Africa, Spain, Sweden, Switzerland, Turkey, Union of Soviet Socialist Republics, and United Kingdom. Eleven recommendations were adopted, five specific to conservation problems in individual countries and six related to pollution and research and investigation. These include oil pollution, pesticides, promotion of wetland research and hunting research, African wetlands, and wetlands and "Man and the Biosphere" program of UNESCO.(BL)

ED 055 831 SE 012 354
Situation Reports--Ceylon, Costa Rica, Ghana, Haiti, Morocco, Sudan, Tunisia, and U.S.A.
International Planned Parenthood Federation, London (England).
Pub Date 71
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data
Data relating to population and family planning in eight countries are presented in these situation reports. Countries included are Ceylon, Costa Rica, Ghana, Haiti, Morocco, Sudan, Tunisia, and the United States of America. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates, and G.N.P., for 1950, 1960, and latest date available. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (BL)

ED 055 832 SE 012 371
Korth, Willard W.
Understanding the Social Aspects of Science.
Educational Research Council of America, Cleveland, Ohio.
Report No—ERC-Paper-4
Pub Date Feb 69
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation, Interaction, *Sciences, *Secondary School Science, *Social Factors, *Social Influences, Student Evaluation, *Technology
Identifiers—Educational Research Council
This study assesses students' understanding of the relationship between science, technology, and society, and compares the responses of science-oriented and non-science oriented high school seniors. (Non-science oriented students are those who did not take either chemistry or physics.) A sample of 1,493 seniors took the Test on the Social Aspects of Science (TSAS) as part of the Test Every Senior Project. The 52 items on the TSAS are grouped into five areas: the relationship between science and technology, the interaction of science and society, the nature of science, the characteristics of scientists, and the scientist's role in society. A chi square comparison between the science and the non-science oriented students was made on each of the test items in these groups. Science-oriented students showed a more positive attitude toward science, a better understanding of the nature of the scientific enterprise, and a more realistic conception of the characteristics of scientists. Non-science oriented students were weakest in areas related to the nature of science and the characteristics of scientists. Curriculum for both science and non-science oriented students needs to more effectively emphasize the social aspects of science. (PR)

ED 055 833 SE 012 379
Hon, Will
The Regional Marine Science Project of the Carteret County, North Carolina, Public Schools. Experiments in the Use of Field Ecology as an Approach to Understanding Coastal Environments.
Carteret County Public Schools, Beaufort, N.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 69
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, Ecology, Environmental Education, *Marine Biology, *Program Descriptions, *Projects, Resource Materials, *Secondary School Science
Identifiers—ESEA Title III
The development of the Regional Marine Science Project in Carteret County, North Carolina, is portrayed in this booklet. Established with Elementary and Secondary Education Act (ESEA) Title III funds in 1966, the project has evolved from one high school course in marine ecology to numerous courses and activities at all levels, primary through college. Oriented to field ecology as an approach to understanding coastal environments, the project makes extensive use of field trips, setting up discovery-type situations with complex problems for group investigation. Phases of the program are described in eight categories: curriculum development and instruction, research on field trip techniques, inservice training, summer science school, marine science library and audio-visual aids, publications, regional coordination of marine science education, and planning for an exhibit, laboratory and field trip center. An array of pictures depict many of the student activities. In addition, staff photos and biographies are included. This work was prepared under an ESEA Title III contract. (BL)

ED 055 834 SE 012 380
Scarff, Judith M.
A Tour of Mudflat Town.
Carteret County Public Schools, Beaufort, N.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Aug 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ecology, Elementary School Science, *Environmental Education, *Grade 2, Instructional Materials, *Oceanology, *Supplementary Reading Materials
Identifiers—ESEA Title III
This publication is designed for use as part of a curriculum series developed by the Regional Marine Science Project. It serves as a second grade supplementary reading text about the marine environment. Reading material characterizes the ocean, fresh water and salt water, and the seashore. An ecological approach to nature is emphasized, by describing elements found at seashores - waves, animals, plants, grasses, and algae. Numerous drawings show the plants and animals and their interrelationships where appropriate. In addition, the line drawings allow students to color in all the pictures in the booklet. This work was prepared under an ESEA Title III contract. (BL)

ED 055 835 SE 012 401
Cohen, David, Ed.
Cumulative Index, Nos. 1-50, The Australian Science Teachers Journal.
Australian Science Teachers Association, North Ryde.
Pub Date Aug 71
Note—49p.
Available from—Advertising and Business Manager, 14-16 Essex Street, Epping, N.S.W. 2121 Australia ($2.00)
Journal Cit—The Australian Science Teachers Journal; v17 n2 Aug 71
Document Not Available from EDRS.
Descriptors—*Indexes (Locaters), Reference Materials, *Scholarly Journals, *Science Education
Identifiers—*Australia
This subject index to the first 50 issues of the "Australian Science Teachers Journal" has been formed by listing titles of articles under the key words in the title. Longer titles have been entered under more than one word. An author index to the articles keyed to the title entries is included. The "Journal" is almost exclusively concerned with school science teaching, so the names of the sciences and terms such as Teaching, Science Teaching, and Science Courses have been used sparingly as sequence determinants. (AL)

ED 055 836 SE 012 431
Zimmerman, W. Bruce
Computer Solution of the Two-Dimensional Tether Ball: Problem to Illustrate Newton's Second Law.
Pub Date 71
Note—16p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, *Force, Instruction, Kinetics, Mathematical Applications, *Motion, *Physics, Secondary School Science, *Teaching Techniques
Force diagrams involving angular velocity, linear velocity, centripetal force, work, and

kinetic energy are given with related equations of motion expressed in polar coordinates. The computer is used to solve differential equations, thus reducing the mathematical requirements of the students. An experiment is conducted using an air table to check theoretical considerations with actual results which were in close agreement with predicted values. (TS)

ED 055 837 SE 012 435
Payne, John G.
Physics Just for Fun--An Individualized Course Using Harvard Project Physics.
Pub Date Feb 71
Note—8p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Organization, *Curriculum Development, *Individualized Programs, Objectives, *Physics, *Secondary School Science, Teaching Methods
Identifiers—Harvard Project Physics
The development of an individualized course at Plano High School, Texas, is described. The first attempt, using only suggested guidelines, was considered unsuccessful. The second structure adopted included: (1) specific, measurable behavioral objectives, (2) both basic and advanced required assignments, (3) tests to measure achievement of the objectives, (4) lists of school resources, and (5) a time table for minimum satisfactory progress. Advantages to the student, teacher and administration are listed along with a discussion of several problems. The present approach involves the class progressing through the course at a single pace prescribed by the teacher. Some time for independent work allows for different levels of performance within this framework. (Author/TS)

ED 055 838 SE 012 436
Smithson, J. R.
Two Experiments in Homogeneous Sectioning of Students in General Physics.
Pub Date Feb 71
Note—7p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Grouping, Achievement Tests, *College Science, Evaluation, Grading, Grouping (Instructional Purposes), *Physics, Student Characteristics, Teaching Procedures
College sophomores at the United States Naval Academy were homogeneously sectioned in General Physics I and II during the academic year 1968-1969. The better students were selected for General Physics I on the basis of their QPR in their freshman year. The poorer students were selected for the second semester course on the basis of their grades during the first semester. The results were summarized on the basis of objective final examinations: (1) better students do equally well in either homogeneous or heterogeneous sections; and (2) poorer students do better when placed in heterogeneous sections rather than homogeneous sections. Instructors tend to grade daily work more liberally when teaching homogeneous sections of low ability. (Author/TS)

ED 055 839 SE 012 438
Gueths, J. E.
The Interdependence of Instructional Objectives in University General Education Courses.
Pub Date Jun 71
Note—14p.; Paper Presented at the American Association of Physics Teachers Meeting, June 1971, Beloit, Wisconsin
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, *Evaluation, General Education, *Measurement, Objectives, *Performance Tests, *Test Construction, Test Reliability
The author outlines attempts in measurement in the objective-evaluation component of a descriptive astronomy course for the nonscientist, how the measurement has been made, and some conclusions tentatively drawn as a result of two attempts at these measurements. The learning objectives and summative performance tests have been conceptually included. Four performance tests were developed to measure: (1) observation and inferral skills; (2) analysis; (3) model utilization, numeric and verbal forms, and model synthesis; and (4) synthesis, evaluation, and extrapolation. Only tests 2 and 3 had high enough reliabilities for inclusion in the report. Correlation coefficients are given between the areas of these two tests and with the Henmon-Nelson Tests of Mental Ability. The difficulties of measuring creative or divergent areas and observational and inference skills are recognized. (Author/TS)

ED 055 840 SE 012 440
Werntz, James H.
What Physicists Have Been Doing with Elementary School Science.
Pub Date Feb 71
Note—10p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971. New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College School Cooperation, College Science, *College Teachers, *Curriculum Development, Elementary School Science, *Instructional Improvement, *Physics
This paper summarizes what physicists can bring to school science and what work in school science curriculum development has given, through the work of college and university physicists, to physics education. The physicist brings the similarity of the style of understanding as a child, which is inquisitive experimentation. He also has a perspective on the operations and processes of science gained through detailed involvement in the knowledge, content and development of the subject. Physicists in return have gain a perspective on the teaching of physics at the college level and have created closer ties between schools and colleges. A byproduct has been the building of important interrelationships between the several components of the curriculum, especially math and science. (Author/TS)

ED 055 841 SE 012 441
Stevenson, James R. Bartlett, Roger J.
An Undergraduate Vacuum Ultraviolet Spectroscopy Laboratory at Georgia Tech.
Georgia Inst. of Tech., Atlanta.
Pub Date Feb 71
Note—21p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, *Experiments, *Instruction, Instructional Materials, Laboratory Equipment, *Laboratory Techniques, *Physics, Teaching Methods
Experimental techniques are taught in a laboratory course designed with some student options available. Eight experiments which use vacuum systems, radiation sources, dispersion and detection systems are outlined. A course outline and time table are given. The final examination is described as 30 minutes of individual practical work and dialogue with the instructor. An itemized list of equipment costs is also included. This project was supported by a National Science Foundation grant. (Author/TS)

ED 055 842 SE 012 442
Little, R. N.
Trends in Physics Education.
Pub Date Feb 71
Note—12p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, Curriculum Development, *Educational Trends, *Physics, *Secondary School Science, Teacher Education
A review of the changes in physics education since 1930 includes the beginnings in very practical applied physics. Research-oriented physics received a major impetus from the technological explosion stimulated by World War II. Physical Science Study Committee (PSSC) physics is seen as an outgrowth of rigorous training for research followed by even more rigorous general physics courses in college. Two alternative curricula, R for research physicists and S for non-research students, are proposed. The author feels that no S curriculum now exists. The objectives of such a curriculum are described in terms of the four objectives of the National Assessment of Education Project. A discussion of college physics department priorities in curriculum is then presented at some length with the most vital need stated being the development of a continuously flexible, master plan for physics in education with emphasis on instruction at the various school levels. (TS)

ED 055 843 SE 012 443
Iona, Mario
School Texts, a Source of Misinformation.
Pub Date Feb 71
Note—7p.; Paper presented at the American Association of Physics Teachers Meeting, February 1971, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Physics, Resource Materials, *Secondary School Science, *Textbook Content, *Textbook Evaluation
The author's stated purpose is to promote greater efforts to prevent the use of so much erroneous material in the schools under the name of science and physics. Two texts are chosen as examples, "Modern Physics" 5th Edition by (Dull) Williams, Metcalfe, Trinklein, and Lefler, and the "Pathways in Science" series by Oxenhorn. Specific errors are cited by page number and the corrections indicated. A request is made for more involvement on the part of physicists in correcting and preventing such errors in textbooks. (TS)

ED 055 844 SE 012 444
Karl, John H.
Computerized Experiments Using an A/D Converter.
Pub Date Jun 71
Note—14p.; Paper presented at the Dartmouth Conference on Computers, June 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analog Computers, *College Science, *Computer Oriented Programs, Digital Computers, *Laboratory Experiments, On Line Systems, *Physics
The indroduction of on-line data collection and data processing techniques into an intermediate physics laboratory is described. Using a minimum configuration PDP-8L and a Digital Equipment AD01 analog to digital converter, an interface is developed with two existing experiments. These are a microwave apparatus used to simulate Bragg diffraction of X-rays in crystals and a nuclear magnetic resonance station. The FOCAL language is used with sample programs included. The figures referenced in the paper are of marginal readability. (TS)

ED 055 845 SE 012 446
Paldy, Lester G.
The Use of History in Secondary School Physics.
Pub Date Jul 70
Note—17p.; Paper presented at the International Working Seminar on the Role of the History of Physics in Physics Education, M.I.T., July 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Content, Instructional Materials, *Physics, Resource Materials, *Science History, *Secondary School Science, *Teaching Techniques
The intent of including history in physics courses is to give young students an increased sense of their own identities and a better understanding of their potential roles in our culture, as well as to show that physics is a valuable activity because it enlarges the variety of human experience. A review of the status of history in secondary school physics deals mainly with a discussion of Project Physics. The need for a larger impact in the area of historical physics is expressed. The lack of teacher preparation in this topic should be overcome by more effort on the part of colleges and in the development of more and better teaching aids. Several source materials are identified. As a summary, four guidelines on teaching the history of physics are proposed: (1) emphasize experimental aspects, (2) avoid the overemphasis of history, (3) use materials relevant to contemporary problems, and (4) investigate the life and time of various physicists. (TS)

ED 055 846 SE 012 458
Outdoor Recreation Research, A Reference Catalog, 1970, Number 4.
Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation.; Smithsonian Institution, Washington, D.C. Science Information Exchange.
Pub Date Jan 71
Note—125p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, *Environmental Education, Government Publications, Land Use, Natural Resources, *Outdoor Education, Recreational Facilities, *Research, Wildlife Management

This reference catalog lists and describes 427 current or completed outdoor recreation and related environmental quality research projects. Projects are grouped into one of three categories: resources, economics, and user studies. The catalog is designed to assist scientists, administrators, planners and students by facilitating the exchange of information and research results. Indexes provided for the reader's benefit consist of subject, investigator, supporting agency and contracting agency. (BB)

ED 055 847 SE 012 459
Raschkow, William E.
The Professional's Guide for Instruction in Secondary Mathematics.
Kent Public Schools, Wash.
Pub Date [71]
Note—308p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Curriculum, *Curriculum Guides, Instruction, Mathematics, *Secondary School Mathematics, *Teaching Guides

Presented is a general guide and syllabus for each of 14 secondary school mathematics courses offered by the Kent School District. Statements of the philosophy, organization, implementation, course sequences, requirements, guidance, and evaluation involved with the program are included. The courses for which a complete syllabus is offered include: Accelerated Math 7, Modern Math 7, Basic Math 7, Modern Math 8, Basic Math 8, Basic Math 9, Basic Math 1-2, Pre-Algebra 1-2, Algebra 1-2, Geometry 1-2, Algebra 3-4, Consumer Math, Trigonometry, and Mathematical Analysis. (JG)

ED 055 848 SE 012 461
Nicholson, Alan D.
Developing Programs for Slow and Disenchanted Learners of Mathematics.
Montana State Dept. of Public Instruction, Helena.
Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Elementary School Mathematics, *Laboratories, *Low Achievers, Mathematical Enrichment, *Mathematics Education, Remedial Programs, Secondary School Mathematics, *Slow Learners

This document is a source book for those who see the need to provide more meaningful mathematical experiences for students who have experienced little or no success in traditional programs. It is in four parts. In the first part, three innovative general mathematics projects are described. The second part outlines the mathematics laboratory approach, lists four books on the topic and gives some sources of activity packages, mathematical games and other equipment. The third part describes six courses for slow achievers which are available commercially, and the last part is a select bibliography on the low achiever. (MM)

ED 055 849 SE 012 462
Deason, Hilary J., Ed.
Science Books, A Quarterly Review, Volume 7 Number 1.
American Association for the Advancement of Science, Washington, D.C.
Pub Date May 71
Note—95p.
Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 ($2.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Book Reviews, Childrens Books, College Science, Elementary School Science, Reference Books, Secondary School Science, Textbooks

Approximately 200 trade books, and reference works in the pure and applied sciences for students in the elementary school, in secondary school and in the first two years of college, including selected advanced and professional books useful for reference by students and faculty members, are reviewed in this issue of the quarterly publication. The entries are listed in order of the Dewey Decimal Classification, and are coded to indicate the educational level(s) for which they are suitable, as well as the reviewer's recommendation (highly recommended, recommended, acceptable, or not recommended). (Author/AL)

ED 055 850 SE 012 466
Communities, Teacher's Guide.
California Univ., Berkeley. Science Curriculum Improvement Study.
Pub Date Jul 71
Note—112p.
Available from—Rand McNally and Company (Chicago, New York, San Francisco)
Document Not Available from EDRS.
Descriptors—Biology, *Ecology, *Elementary School Science, *Environmental Education, Instructional Materials, Learning Activities, Student Projects, *Teaching Guides, Unit Plan
Identifiers—*Science Curriculum Improvement Study

The Science Curriculum Improvement Study has developed this teacher's guide to "Communities," the fifth part of a six unit life science curriculum sequence. The six basic units, emphasizing organism-environment interactions, are organisms, life cycles, populations, environments, communities, and ecosystems, and make use of scientific and process-oriented concepts appropriate to the study of life. Communities deals with the food-energy relationships among populations of plants and animals living in the same area and stresses the concepts of photosynthesis, food transfer and/or food chains, raw materials, reproduction, and community composition. Topics of the four-part unit are entitled: Producers, Consumers, Decomposers, and Communities. Suggestions are presented for the teacher to use an exploration-invention-discovery approach to learning together with points to consider regarding teaching materials, advance preparation and optional activities. Activities and experiments lead to clarification of the concepts and provide experience in measurement skills and critical thinking by the students. (BL)

ED 055 851 SE 012 467
Clark, George M., Ed.
Biological Sciences Curriculum Study Newsletter Number 44.
Biological Sciences Curriculum Study, Boulder, Colo.
Pub Date Sep 71
Note—26p.
Available from—Biological Sciences Curriculum Study, P. O. Box 930, Boulder, Colorado 80302 (Free)
Document Not Available from EDRS.
Descriptors—Annual Reports, *Biology, Curriculum, *Educable Mentally Handicapped, *Interdisciplinary Approach, Newsletters, *Science Course Improvement Project, Secondary School Science, Social Sciences
Identifiers—*Biological Sciences Curriculum Study

This edition of the Biological Sciences Curriculum Study (BSCS) newsletter contains a report of the activities of the curriculum study during 1970-71. Staff changes are noted, current projects summarized, with special reference to the programs for the educable mentally handicapped and to the developing interdisciplinary program for middle school grades that considers the interface between the social sciences and biology in a "human sciences" sequence. Lists of the BSCS materials currently in print and accounts of pending publications, together with the sources of supply, are included. Educational Testing Service data showing the proportion of candidates for the College Board Achievement Test in Biology who had studied each of the BSCS versions in high school from 1964 through 1970 are reported. (AL)

ED 055 852 SE 012 474
Research Report of the Specialized Teacher Project 1969-1970.
San Diego County Dept. of Education, Calif.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date Jun 71
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, *Elementary School Teachers, *Inservice Programs, *Mathematics, Research, *Teacher Education
Identifiers—Specialized Teacher Project

This report summarizes the Specialized Teacher Project of the Miller Mathematics Improvement Program funded by the state of California. The project provides inservice training workshops in mathematics for elementary school teachers. These teachers are then encouraged to provide specialist instruction in mathematics for their own class and one other class at the same grade level by means of a trade-off of teaching assignments. The objectives and procedures for these workshops are included, and three phases of the 1969-1970 research are reported. Phase One examines the cost effectiveness of varying the instructor participant ratios in the workshops. Phase Two compares the achievement of classes for different socio-economic levels of the communities involved. Phase Three compares pupil achievement of classes taught by teachers who commuted to workshops with those taught by teachers who resided on campus during the workshops. Results of the three analyses are reported. Teacher training had a positive effect on pupil achievement in mathematics, particularly in grade two in low socio-economic areas. For a related document, see ED 047 950. (JH)

ED 055 853 SE 012 475
Environment Information ACCESS, Volume 1 Number 9.
Environment Information Center, New York, N.Y.
Pub Date 1 Jun 71
Note—75p.
Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special segment in this issue reviews antipollution devices granted patent protection since January 5, 1971. Additional sections deal with new legislation; a selected listing of research on methods of pollution control and control devices; a listing of air pollution abatement products, equipment, and services; current conferences; and subject, industry, and author indexes. (BL)

ED 055 854 SE 012 476
Environment Information ACCESS, Volume 1 Number 10.
Environment Information Center, New York, N.Y.
Pub Date 15 Jun 71
Note—70p.
Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain

the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with reviews of recent books in environmental subject areas; current conferences; and subject, industry, and author indexes. (BL)

ED 055 855 SE 012 478

Ecosystems, Teacher's Guide.

California Univ., Berkeley. Science Curriculum Improvement Study.

Pub Date Aug 71

Note—105p.

Available from—Rand McNally and Company (Chicago, New York, San Francisco)

Document Not Available from EDRS.

Descriptors—*Ecology, *Elementary School Science, *Environmental Education, Instructional Materials, Learning Activities, Student Projects, *Teaching Guides, Unit Plan

Identifiers—*Science Curriculum Improvement Study

The Science Curriculum Improvement Study has developed this teacher's guide to "Ecosystems," the sixth part of a six unit life science curriculum sequence. The six basic units, emphasizing organism-environment interactions, are organisms, life cycles, populations, environments, communities, and ecosystems. They make use of scientific and process-oriented concepts appropriate to the study of life. Ecosystems develops the overall concept of an ecosystem, a community of organisms interacting with its environment. It stresses, in addition, the concepts of pollutant, water cycle, oxygen-carbon dioxide cycle, and food-mineral cycle. This unit serves as a culmination of the five preceding units and exemplifies the program's unifying theme - the ecosystem. Topics of the five-part unit are entitled: Classroom Ecosystems, The Water Cycle, The Oxygen-Carbon Dioxide Cycle, Cycles in an Ecosystem, and Pollution. Suggestions are presented for the teacher to use an exploration-invention-discovery approach to learning together with points to consider regarding teaching materials, advance preparation, and optional activities. Activities and experiments lead to clarification of the concepts and provide experience in measurement skills and critical thinking by the students. (BL)

ED 055 856 SE 012 483

Environment Information ACCESS, Volume 1 Numbers 11 and 12.

Environment Information Center, New York, N.Y.

Pub Date 15 Jul 71

Note—63p.

Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Resource Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The main entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geographical change, and wildlife. A special section includes research activities related to air pollution; current conferences; and subject, industry, and author indexes. (BB)

ED 055 857 SE 012 484

Adventure in Environment, Student Manual.

National Park Foundation, Washington, D.C.

Pub Date 71

Note—86p.

Available from—Silver Burdett Company, Division of General Learning Corp., Morristown, New Jersey

Document Not Available from EDRS.

Descriptors—Concept Formation, Environment, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, *Intermediate Grades, Learning Activities, Student Projects, *Study Guides

Identifiers—NEED

To make students aware of their environment, this student study manual has been produced to accompany the National Environmental Education Development (NEED) program. It is a book about the world, the way it works and the way we get to know and understand it. Man is portrayed as a central figure, surrounded by his world, the environment, with awareness of the impact of his decisions and actions on the overall environment being stressed. Five concepts or "strands" are utilized throughout the lessons to show how all the different subjects are really part of one big environment. These strands are explained to the student and include: variety and similarity, patterns, interaction and interdependence, continuity and change, and adaptation and evolution. Each lesson presents a basic concept pertaining to the environment, a discussion of environmental situations accompanied by numerous illustrations and pictures, probing questions related to these situations, activities to explore environmental problems, and questions, which when answered, help to illustrate one's environmental beliefs. SE 012 485 and SE 012 486 are related documents. (BL)

ED 055 858 SE 012 485

Adventure in Environment, Teacher's Guide

National Park Foundation, Washington, D.C.

Pub Date 71

Note—30p.

Available from—Silver Burdett Company, Division of General Learning Corp., Morristown, New Jersey

Document Not Available from EDRS.

Descriptors—Concept Formation, *Curriculum Development, Environment, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, *Intermediate Grades, Lesson Plans, Resource Units, *Teaching Guides

Identifiers—NEED

Lesson plans and teaching suggestions for an interdisciplinary approach to environmental education are presented in this teacher's guide for use in the National Environmental Education Development (NEED) program. The program attempts to encourage a student to develop an awareness of his environment that will lead to a personal sense of involvement and the shaping of an environmental ethic. The approach suggested is through the use of five concepts or "strands" - variety and similarity, patterns, interaction and interdependence, continuity and change, and adaptation and evolution. The object is to teach not the strands but the fact that they exist in all lessons, all situations. By use of the strands, parallels are drawn and relationships developed, using the subject matter of the entire curriculum to illustrate the oneness of environment. Stragegies emphasized in the lessons are cross-discipline thinking, using experiences outside the classroom, and bringing the outside environment into the classroom environment. Each of the 21 lessons includes: advice on lesson development, how the strands may be incorporated into the lesson, teaching suggestions, activities for students to explore environmental problems, and questions that may arise in solving the problems or shaping one's environmental ethic. SE 012 484 and SE 012 486 are related documents. (BL)

ED 055 859 SE 012 486

Adventure in Environment, Outdoor Book.

National Park Foundation, Washington, D.C.

Pub Date 71

Note—54p.

Available from—Silver Burdett Company, Division of General Learning Corp., Morristown, New Jersey

Document Not Available from EDRS.

Descriptors—Environment, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Intermediate Grades, *Learning Activities, Lesson Plans, Outdoor Education, Student Projects, *Study Guides

Identifiers—NEED

Presented in this handbook are questions and ideas for students to consider while studying their environment out-of-doors. Developed to accompany the National Environmental Education Development (NEED) program, it was written to help the student learn to look at familiar places and things in new ways. It utilizes the concept of "strand" approach of variety and similarity, patterns, interaction and interdependence, continuity and change, and adaptation and evolution. Students are encouraged to observe these processes of environment as they operate in relatively natural conditions and, thus, realize that these processes are at work throughout the world. Ten lessons are included to observe and interact with these processes and ar e entitled: Watching Things Change, Exploring on Hands and Knees, Looks and Feelings, Nature's Patterns, Tree Textures, It's Not a Bird but It Flies, How High is That?, Turning and Pacing, Fast-Slow-High-Low, and How Long Ago? In addition, games are suggested to illustrate each of the five strands. SE 012 484 and SE 012 485 are related documents. (BL)

ED 055 860 SE 012 489

Cohen, A. V. Ivins, L. N.

The Sophistication Factor in Science Expenditure, Science Policy Studies No. 1.

Department of Education and Science, London (England).

Pub Date 67

Note—53p.

Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—*Costs, Equipment, *Financial Support, Research and Development Centers, Researchers, Science Facilities, *Scientific Research

Identifiers—*England

The budgets of several English research laboratories for at least eight consecutive years were examined to obtain an estimate of the rate of change of cost per scientist. Trends were considered separately for wages, buildings and equipment. The largest real-price growth rates per scientist were in major equipment costs, with increases of up to 20 percent per annum in some laboratories. Residual growth rates per scientist, after allowing for the effects of inflation, are referred to as "sophistication factors," although it is recognized that these residual effects may arise from other factors, such as a redeployment of research effort, in addition to increasing sophistication of the research. (Author/AL)

ED 055 861 SE 012 491

McCarthy, M. C.

The Employment of Highly Specialised Graduates: A Comparative Study in the United Kingdom and the United States of America, Science Policy Studies No. 3.

Department of Education and Science, London (England).

Pub Date 68

Note—36p.

Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Engineers, *Higher Education, *International Education, *Manpower Development, Scientific Manpower, *Specialization

Identifiers—United Kingdom, United States of America

An analysis of the present supply and likely future needs for scientific and technical specialists and generalists in the United Kingdom and the United States of America was made by examining the content of university curricula, the employment patterns of graduates, subsequent career structure, and the amount and timing of education and training. Compared with American patterns, British education is specialized at undergraduate and graduate levels, there is less contact and mutual understanding between universities and industry, and a much smaller proportion

of the country's educational resources devoted to professional inservice education. In both countries there is much interchange between the discipline studied at the university and the eventual employment of the graduate, and there is little suggestion of a change in the amount of specialization required by industry in the ten years from 1968. (Author/AL)

ED 055 862 SE 012 493

Purcell, Elizabeth

World Trends in Medical Education: Faculty, Students, and Curriculum.

Pub Date 71

Note—238p.; Josiah Macy, Jr. Foundation Series on International Problems of Medical Education

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 ($10.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Educational Programs, *Foreign Countries, *Medical Education, Medical Students, *Reports, World Problems

This analysis of changing trends in medical education demonstrates that, despite differences in methodology, current problems and future directions are strikingly similar throughout the world. Based on the 1969 International Macy Conference on Changing Patterns in Medical Education in the World, the book includes reports from leading medical educators in Europe and the United States, as well as in Latin America, Yugoslavia, Africa, the Philippines, Japan, India, and Indonesia. Their reports are followed by the edited transcripts of panel discussions on changing characteristics of medical students and recent developments in curriculum, residency training, and medical school administration. Many of the authors provide a brief history of the development of medical education in their countries, often casting a new light on more general historical events. Several of the reports provide interesting glimpses into today's widespread student revolution. The authors show that, with few exceptions, there is almost universal similarity among students' attitudes. It is also revealed medical educators are agreed on the need for increased integration of the basic sciences with clinical material, training geared to integrated medical care, placing additional stress on pertinent social problems, emphasizing clinical preventive medicine, and providing more opportunities for student research. Statistical data and charts are included where appropriate. (BL)

ED 055 863 SE 012 494

Stanfield, Rochelle L.

The Quest for Environmental Quality, Federal and State Action, 1969-70, Annotated Bibliography.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Pub Date Apr 71

Note—69p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Environment, Federal Legislation, Quality Control, *Reference Materials, *Reports, State Legislation

This report and annotated bilbiography is issued by the Advisory Commission on Intergovernmental Relations as part of its function to provide information on emerging issues with intergovernmental implications. Legislative and administrative environmental action of the Federal government during 1969-70 is reported. This covers policy and organization, water quality, solid waste disposal, and air quality. State action echoing Federal concern in these areas as well as financing environmental improvement and land use is also recounted. A chart delineates the environmental legislation in each area of concern for all states. The annotated bibliography was developed to provide background for Commission consideration of the need for additional studies of intergovernmental problems in the environment. It is arranged in two parts--The Environment: Politics, Policies, and Programs and The Environment: Specific Areas of Concern. The latter takes into account air, power, shore protection, waste disposal, water, and noise. Books, journal articles, reports, and pamphlets are annotated. (BL)

ED 055 864 SE 012 495

Ecology and Human Values.

Pub Date [70]

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Development, *Course Content, Ecology, Environment, *Grade 12, Human Dignity, *Interdisciplinary Approach, *Natural Sciences, *Social Studies, Sociocultural Patterns, Values

"Ecology and Human Values" is an interdisciplinary course designed for senior year high school students in social studies and/or science. Its main thrust is the investigation of human values as they relate to the environment, although rooted in the natural sciences as a means of understanding the complexities inherent in the environment. Use is made of the case study approach to environmental issues (controversial questions) together with participatory research in the community. Multi-text, small group instruction, individual projects, and simulation techniques are also incorporated to develop an understanding and a corresponding value and behavior change in the inter-relationship of man to his biophysical and sociocultural environment. The course is outlined in eight units: (1) An Introduction To Crisis, (2) Ecology, (3) The Nature of Man, (4) Historical Perspective of Ecology, (5) Population, (6) Science-Technology, (7) Concerns Caused by Science-Technology, and (8) What is the Proper Role of the Scientist, Citizen, Industrialist, and Administrator? Each unit indicates the subtopics to be covered, objectives, generalizations, methodology, culminating activities, evaluation, resources, and supplementary information where appropriate. (BL)

ED 055 865 SE 012 496

Science for Society--Education Review, Volume 1 Number 3.

American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.

Pub Date Sep 71

Note—12p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, Educational Programs, *Environmental Education, Newsletters, *Organizations (Groups), *Program Descriptions, *Projects, Teacher Education

Advances in environmental education by professional and science-oriented organizations are enumerated in this newsletter. An effort is made to describe the work being done by large and representative groups whose headquarters are not located in the Nation's capital and whose principle concerns include curriculum planning and preparation of teachers for directing environmental studies. Summaries of program objectives, activities, and materials of large scale environment-oriented programs are provided for: (1) Anthropology Curriculum Project, University of Georgia, Athens; (2) Biological Sciences Curriculum Study (BSCS), University of Colorado, Boulder; (3) Environmental Studies Project, American Geological Institute; (4) Intermediate Science Curriculum Study (ISCS), Florida State University, Tallahassee; (5) Science Curriculum Improvement Study (SCIS), University of California, Berkeley; and (6) Institute for Environmental Education, Cleveland, Ohio. Several local level programs are also reviewed. In addition, the Group for Environmental Education project, Philadelphia, Pennsylvania is portrayed as it relates to the social studies field. (BL)

ED 055 866 SE 012 502

A Program for the Prevention of Drug Abuse, Kindergarten - Adult.

Carlisle Area School District, Pa.

Pub Date Aug 70

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Drug Abuse, *Drug Education, *Educational Programs, Elementary Grades, *Instructional Materials, Learning Activities, Secondary Grades, *Teaching Guides

This paper attempts to identify the school's responsibility and program with regard to drug education and the prevention of drug abuse among young people. The introduction provides a policy statement on drug education and lists seven areas of program responsibility the school should undertake. For elementary grades, K-3 and 4-6, a general overview is given followed by objectives, concepts, and suggested pupil-teacher activities to reinforce the concepts. The secondary units follow a similar format, but are developed for each grade level, seven through twelve. A proposal for a six week adult education program on drug abuse is also presented indicating format, personnel, materials needed, objectives, and course content. Lists of resource persons in a community, audio-visual materials, and a bibliography are appended. (BL)

ED 055 867 SE 012 503

Situation Report--Algeria, Ecuador, New Zealand, Peru, Rhodesia, St. Lucia, and U.A.R. (Egypt).

International Planned Parenthood Federation, London (England).

Pub Date Sep 71

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in seven foreign countries are presented in these situation reports. Countries included are Algeria, Ecuador, New Zealand, Peru, Rhodesia, St. Lucia and U. A. R. (Egypt). Information is provided, where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. Updated information about family planning associations and personnel in India and Paraguay is also included. (BL)

ED 055 868 SE 012 511

Hearing before the Special Subcommittee on the National Science Foundation of the Committee on Labor and Public Welfare, United States Senate, Ninety-First Congress, First Sessions on S.1856 ans S.1857, May 7, 1969.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 69

Note—193p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Environmental Influences, *Federal Legislation, *Financial Support, Foundation Programs, Higher Education, Interdisciplinary Approach, Legislation, *Scientific Research, Social Sciences

Identifiers—Senate Hearings

The statements of the Chairman of the National Science Board and the Director of the National Science Foundation (NSF) to the Senate Subcommittee on the National Science Foundation, when it was hearing testimony on the bills authorizing the expenditure of the NSF for 1970, include reference to the problems requiring scientific investigation, particularly interdisciplinary approaches including the social sciences. The role of the universities in the use of funds appropriated for these purposes is discussed at length in questions from committee members. Supporting statements from representatives of the International Biological Program, State Science Advisory Committees, and industry are included. Information reprinted from newspapers and professional journals is appended. These additional statements and information consider various aspects of the National Science Foundation's role in guiding scientific research and developing educational programs. (AL)

ED 055 869 SE 012 513

Family Planning Evaluation. Abortion Surveillance Report--Legal Abortions, United States, Annual Summary, 1970.

Public Health Service (DHEW), Atlanta, Ga. Center for Disease Control.

Pub Date 70

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abortions, Family Planning, Graphs, Medical Services, *Pregnancy, *Reports, State Legislation, *State Surveys, *Statistical Data, Tables (Data)

This report summarizes abortion information received by the Center for Disease Control from collaborators in state health departments, hospitals, and other pertinent sources. While it is intended primarily for use by the above sources, it may also interest those responsible for family planning evaluation and hospital abortion planning. Information in narrative and statistical form delineates the status of abortion reporting systems in the 16 states that passed new abortion laws between January 1, 1967 and December 31, 1970, reported legal abortions, abortion ratios, demographic characteristics of the population of women who received legal abortions, reasons for which legal abortions are performed, and procedures used to perform abortions. Four special studies on abortion are highlighted: Joint Program for the Study of Abortion; The Practice of Legal Abortion - New York City; Decrease in Septic Abortion Morbidity in a Municipal Hospital - Los Angeles, California; and Hospital Study of Abortion Services. A short history of abortion law changes in the United States prior to 1970 is presented, along with a more thorough review of legislative and judicial changes affecting American abortion laws during 1970. Changes in the abortion laws and practices of Canada and Finland are detailed under International Notes. (BL)

ED 055 870 SE 012 523

Status Report, Teacher Certification.

Cessna Aircraft Co., Wichita, Kans.

Pub Date May 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aerospace Technology, *Aviation Technology, *Directories, *Secondary School Science, State Standards, *Teacher Certification

The purpose of the report is to assist high school administrators in determining proper qualifications for teaching aviation courses in the different states. The report indicates that states which have had the greatest growth in the number of aviation courses in recent years are those having flexible requirements. Names, titles, and addresses of a contact concerning the requirements are listed for each state. States are listed individually. Specific information about certification for all states and the District of Columbia is given in brief summary form. (Author/TS)

ED 055 871 SE 012 535

Falkenstein, W. J.

Environmental Education.

West Linn School District 3, Oreg.

Pub Date 5 Apr 71

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Environmental Education, Instructional Materials, Learning Activities, *Natural Resources, Outdoor Education, Resource Materials, *Study Centers, *Teaching Guides

To assist teachers in knowing about environmental study and their availability for class studies, the West Linn, Oregon School District #3 has developed this "first step" survey. Information for each local study area describes its history, general physical appearance, vegetation, wildlife, special features, present physical development, seasonal variations, and natural hazards. In addition, supplemental information for teachers regarding group size and suggested usage of the area is included. (BL)

ED 055 872 SE 012 539

Brainerd, John W.

Nature Study for Conservation. A Handbook for Environmental Education.

Pub Date 71

Note—352p.

Available from—Macmillan Company, 866 Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—Biology, *Conservation Education, *Ecology, Environmental Education, *Guides, Learning Activities, *Natural Resources, Natural Sciences

This book is written for the person who wishes to study nature with a goal toward involving himself in conservation action. It does not explain what one must do in this regard, rather, it suggests first hand experiences and provides knowledge on which to base his decisions. Part One, Concepts, deals briefly with ecological thought basic to conservation. In addition, biological studies outdoors are defined and encouraged and land requirements for studying life are detailed. Part Two, Techniques, forms the bulk of the book. It stresses methods of observing, identifying, collecting, analyzing, experimenting, recording, and filing data relative to environmental components of natural systems. Emphasis is on what an individual can find out about nature with little or no fancy equipment. Part Three, Responsibilities, gives attention to methods of protecting land, with a chapter on wise use of campus and schoolgrounds for environmental education. Numerous pictures, drawings, and charts further illustrate conservation components. An extensive bibliography for each chapter is appended. (BL)

ED 055 873 SE 012 540

International Science Policy. A Compilation of Papers Prepared for the 12th Meeting of the Panel on Science and Technology.

Congress of the U.S., Washington, D.C. House Committee on Science and Astronautics.

Pub Date 71

Note—167p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.75)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Biological Sciences, Conference Reports, *Environmental Influences, Federal Government, *International Organizations, Physical Sciences, *Policy, *Sciences, *Social Sciences

Identifiers—Committee on Science and Astronautics

The papers included in this compilation were presented at the 1971 meeting of the Panel on Science and Technology of the U. S. House of Representatives Committee on Science and Astronautics, and concern various aspects of international science policy. The papers include an address by the Secretary of State on "U. S. Foreign Policy in a Technological Age," and reports by U. S. and foreign scientists and administrators. The reports concern international cooperation in the physical, social, life and environmental (including marine) sciences; administrative mechanisms for increasing cooperation, including the necessary prelude of a national science policy; the role of legislation in advancing cooperation; the role of a science policy in solving social problems, military and arms control, and the potential consequences of experimentation with human eggs. Although all papers have international implications, one deals specifically with science, technology and the developing countries. (AL)

ED 055 874 SE 012 541

Nagel, Ernest And Others

Observation and Theory in Science.

Pub Date 71

Note—134p.

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 ($6.95)

Document Not Available from EDRS.

Descriptors—Hypothesis Testing, *Logic, *Philosophy, Research Methodology, *Scientific Enterprise, *Theories

The three lectures, presented as the first series of the Alvin and Fanny Blaustein Thalheimer Lectures, concern the logical status of scientific theories in relation to observation. Nagel analyzes some of the attacks on the observational-theoretical distinction, and proposes that the proper way of construing the observational-theoretical contrast is in terms of the way statements actually function within the context of scientific inquiry. Bromberger feels that the essentially formalistic view of theories is "essentially bankrupt" and sketches a possible alternative approach to the analysis of scientific theories in terms of questions raised and of the logical dimensions of possible answers to these questions. In the final lecture Grunbaum discusses Duhem's thesis that it is impossible to test scientific theories by crucial experiments and seeks to present counterexamples to Feyerabend's claim concerning the manner in which terms are "theory laden." Barker's introduction provides an overview of the place of the three lectures in terms of trends in the philosophy of science, and Mandelbaum gives a brief biography of Dr. and Mrs. Thalheimer. (AL)

ED 055 875 SE 012 542

Main Trends of Research in the Social and Human Sciences, Part 1: Social Sciences.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—819p.

Available from—UNIPUB Incorporated, P. O. Box 433, New York, New York 10016 ($30.00)

Document Not Available from EDRS.

Descriptors—*Cross Cultural Studies, *Interdisciplinary Approach, Mathematical Models, Research, Scientific Enterprise, *Social Sciences

Identifiers—UNESCO

This volume is the result of a study, initiated by United Nations Educational, Scientific and Cultural Organization (UNESCO), to report on the main trends of social sciences research, not on the results achieved. Part I contains an examination of the present state and perspectives for development of the disciplines of sociology (Lazarsfeld), political science (Mackenzie), psychology (Piaget), economics (UNESCO secretariat, based upon work by Lange, Brus, Kowalik, and Sachs), demography (Bourgeois-Pichat), and linguistics (Jakobson). Part II contains four studies concerning interdisciplinary aspects of research. Piaget discusses general problems and common mechanisms of such studies, Boudon describes the trends of mathematical models, de Bie examines problem-focused research, and Rokkan distinguishes between cross-cultural, cross-societal and cross-national research. The concluding section contains a chapter by Trist on the organization and financing of research in the United States, Western and Eastern Europe. Piaget contributes an introductory essay on the place of the sciences of man in the system of sciences. (AL)

ED 055 876 SE 012 543

Neurath, Otto, Ed. And Others

Foundations of the Unity of Science, Toward an International Encyclopedia of Unified Science, Volume 1, Numbers 1-10.

Pub Date 71

Note—760p.

Available from—University of Chicago Press, 11030 South Langley Avenue, Chicago, Illinois 60628 (Set of Volume 1 and 2, $22.00)

Document Not Available from EDRS.

Descriptors—Biology, *Logic, *Mathematics, *Philosophy, Physical Sciences, Psychology, *Sciences, Scientific Methodology

Identifiers—Unified Science

The monographs published from 1938 through 1970 under the general title of the International Encyclopedia of Unified Science are now published in two volumes (see also SE 012 544). The monographs attempt to discover the basic, unifying principles of science as a whole to facilitate the dovetailing of the special sciences, so that advances in one would bring about advances in the others. The monographs included in this volume, and the philosophers who wrote them, are listed below. Encyclopedia and Unified Science (part 1, Unified Science as Encyclopedic Integration (Neurath); part 2, Analysis and Synthesis in Science (Bohr); part 3, Unity of Science as a Social Problem (Dewey); part 4, On the Importance of Logical Form (Russell); part 5, Logical Foundations of the Unity of Science (Carnap); and part 6, Scientific Empiricism (Morris)). This volume also contains the following papers: Foundations of the Theory of Signs (Morris); Foundations of Logic and Mathematics (Carnap); Linguistic Aspects of Science (Bloomfield); Procedures of Empirical Science (Lenzen); Principles of the Theory of Probability (Nagel); Foundations of Physics (Frank); Cosmology (Finlay-Freundlich); Foundations of Biology (Mainx); and The Conceptual Framework of Psychology (Brunswik). (AL)

ED 055 877 SE 012 544

Neurath, Otto And Others

Foundations of the Unity of Science, Toward an International Encyclopedia of Unified Science, Volume 2, Numbers 1-9.

Pub Date 70

Note—1,023p.

Available from—University of Chicago Press, 11030 South Langley Avenue, Chicago, Illinois 60628 (Set of Volume 1 and 2, $22.00)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Concept Formation, Economics, Ethics, *Philosophy, *Science History, *Sciences, *Social Sciences, Values
Identifiers—Unified Science

The monographs published from 1938 through 1970 under the general title of the International Encyclopedia of Unified Science are now published in two volumes (see also SE 012 543). The monographs included in this volume, and the philosophers who wrote them, are listed below. Foundations of the Social Sciences (Neurath); The Structure of Scientific Revolutions, Second Edition, Enlarged (Kuhn); Science and the Structure of Ethics (Edel); Theory of Valuation (Dewey); The Technique of Theory Construction (Woodger); Methodology of Mathematical Economics and Econometrics (Tintner); Fundamentals of Concept Formation in Empirical Science (Hempel); The Development of Rationalism and Empiricism (de Santillana and Zilsel); and The Development of Logical Empiricism (Joergensen). A classified bibliography, prepared by Feigl and Morris, listing other books including some published in the late 1960's, pertinent to the topics discussed in the monographs included in volumes one and two and an author and subject index to both volumes are included. (AL)

ED 055 878 SE 012 545
Situation Report--Hong Kong, Malawi, Pakistan, Panama, Philippines, Ryukyu Islands (Okinawa), Sabah, Sarawak.
International Planned Parenthood Federation, London (England).
Pub Date Oct 71
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Social Welfare

Data relating to population and family planning in eight foreign countries are presented in these situation reports. Countries included are Hong Kong, Malawi, Pakistan, Panama, Philippines, Ryukyu Islands (Okinawa), Sabah, and Sarawak. Information is provided where appropriate and available, under two topics, general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. Updated information about family planning association personnel in Ceylon is also included. (BL)

ED 055 879 SE 012 551
Programs in Environmental Education, 1970.
National Science Teachers Association, Washington, D.C.
Pub Date 70
Note—57p.
Available from—NEA Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 471-14394 $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Directories, Educational Programs, Elementary Grades, *Environmental Education, Outdoor Education, *Program Descriptions, Secondary Grades

To aid in the search for exemplary environmental education programs, the National Science Teachers Association has developed this inventory of science programs related to the environment. Only those programs which have materials available to other school systems or individuals and who can handle inquiries are included. Sixty programs are listed in 28 states and two foreign countries - Canada and the Philippines. Each entry provides program name and address, program director and address, a brief description of the program, and materials available. The appendix contains sample materials of: a lesson plan for Grade One involving a trip to an outdoor laboratory; a state resolution for environmental education; a schedule for a one-week curriculum at an outdoor school; subject matter areas for a sixth grade resident environmental education program; curriculum activities for a half-day visit to an arboretum by Grades K-6; and environmental curriculum themes for Grades 1-12. A related document is SE 012 628. (BL)

ED 055 880 SE 012 553
Cook, Robert S., Ed. O'Hearn, George T., Ed.
Process for a Quality Environment.
Wisconsin Univ., Green Bay.
Pub Date 71
Note—166p.
Available from—Office of Community Outreach, University of Wisconsin, Green Bay, Wisconsin 54302 ($2.50)
Document Not Available from EDRS.
Descriptors—Conference Reports, *Curriculum Development, *Environmental Education, *Fundamental Concepts, Program Descriptions, Psychology, *Values

Papers presented at the National Conference on Environmental Education, December 1969, and digests of the discussion group reports are included in this conference report. The papers examine the identification of major ecological concepts and values appropriate to school curricula (kindergarten to grade 12), methods by which environmental concepts can be integrated into regular curricular content, formation of environmental values, psychological behavior, and environmental education. Four existing programs are described. The role of the U. S. Office of Education and of ERIC in environmental education is also discussed. (AL)

ED 055 881 SE 012 555
Russell, Clifford S. And Others
Drought and Water Supply. Implications of the Massachusetts Experience for Municipal Planning.
Resources for the Future, Inc., Washington, D.C.
Pub Date 70
Note—232p.
Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.00)
Document Not Available from EDRS.
Descriptors—Conservation Education, Controlled Environment, *Environment, *Natural Resources, Planning, *Water Resources

This book uses the 1962-66 Massachusetts drought data as a base of information to build a planning model of water resources that is of interest to students and professionals involved with water management. Using a demand-supply ratio to measure the relative inadequacy of a given water system, the authors then project demand into the drought period and relate observed shortages to inadequacy and to the climatological severity of the drought. Information on system capacity, water shortage, and water loss has also been evaluated, and a model has been formulated for municipal system expansion. This planning model allows for optimal balancing of the cost of additional storage against expected losses from future droughts and has enabled the authors to examine the proper timing and size of additions to the storage capacity of municipal water systems. Appendices include: A Preliminary Test of the Demand Projections, Notes on Data Used in the Various Tests, Drought Adjustments by the Metropolitan District Commission, Measurement of Business Losses from Shutdown, Losses from Restrictions on Lawn-sprinkling, Correction for Investment Returns, Production Losses and Net Earning Remittals Under Various Accounting Stances, and Methods of Solution. (BB)

ED 055 882 SE 012 560
Teaching About Drugs, A Curriculum Guide, K-12, Second Edition.
American School Health Association, Kent, Ohio.; Pharmaceutical Manufacturers Association, Washington, D.C.
Pub Date 71
Note—215p.
Available from—American School Health Association, 107 South Depeyster Street, Kent, Ohio 44240 ($4.00)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, *Drug Abuse, *Drug Education, Elementary Grades, Fundamental Concepts, *Health Education, *Instructional Materials, Learning Activities, Secondary Grades, *Teaching Guides

This guide seeks to define and emphasize the interrelationship of drug use and abuse to a comprehensive program of health education as well as total health. It assists teachers in presenting correct information about drugs and directing children to make wise decisions about the use of drugs. Emphasis is placed upon a positive approach rather than a "scare" technique. In Part I, Suggested Curriculum, eight basic concepts are formulated followed by curriculum content outlines for four levels - lower elementary, middle elementary, early adolescent, and late adolescent. Each section is preceded by a statement which may form a basis for the teacher's individual objectives and anticipated outcomes. Objectives, content, learning activities, and resource materials constitute the horizontal format. Suggested content is designed to assist the teacher in achieving a specific objective, and the learning activities are suggested as types of assignments or projects appropriate to the specific content and objective. Resource materials are directed to specific content as well as general references for the entire unit. Part II, Reference Materials, consists of review papers and serves as a basic source of information for Part I. Teaching aids are described in the form of storyettes, discussions, glossary of terms, a products reference chart, an outline for identification of drug users, and photographs of drugs and equipment. (BL)

ED 055 883 SE 012 563
Directory of National Organizations Concerned with Land Pollution Control, 1971.
Freed Publishing Co., New York, N.Y.
Pub Date Jun 71
Note—38p.
Available from—Freed Publishing Company, P. O. Box 1144, FDR Station, New York, New York 10022 ($7.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Catalogs, *Directories, Environment, *Land Use, Organizations (Groups), *Pollution, Program Descriptions, Reference Materials

Included in this directory are 204 national organizations, agencies, institutes, and/or private groups concerned with the reduction or prevention of land pollution. Arranged in alphabetical order, each annotation gives the complete name of the organization, its address, telephone number, person to contact, and a short description of the scope of their program, major interests, and activities. (BL)

ED 055 884 SE 012 570
De Simone, Daniel V.
A Metric America: A Decision Whose Time Has Come.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345
Pub Date Jul 71
Note—192p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10/345 $2.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Business, *Economics, Industry, *International Trade Vocabulary, Measurement, *Metric System, Standards, *Technology
Identifiers—International System of Units, *United States Metric Study

This report evaluates and distills the findings of the United States Metric Study in which thousands of individuals, firms and organized groups, representative of our society, participated. On the basis of all the evidence marshalled in the Study, the report concludes that the United States should change to the metric system through a coordinated national program. The chapter headings are: I. Perspective, II. Two Centuries of Debate, III. Measurement Systems, IV. Arguments That Have Been Made for Metric and for Customary, V. Going Metric: What Would It Really Mean?, VI. The Metric Question in the Context of the Future World, VII. Going Metric: The Broad Consensus, VIII. Recommendation and Problems Needing Early Attention, IX. Benefits and Costs, and X. Two Paths to Metric: Britain and Japan. The report includes a bibliography of 12 supplemental reports authored by members of the United States Metric Study Group. (Author/MM)

ED 055 885 SE 012 572
Physics, A Syllabus for Secondary Schools.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 71

Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, *Curriculum Guides, *Physics, Science Courses, *Secondary School Science, *State Programs
Identifiers—New York
This is a 1971 reprint of the 1966 syllabus designed to encourage the utilization of such basic concepts as the conservation of energy, the conservation of momentum, and the conservation of charge in related areas rather than in isolation. It is presented in such a way as to show the importance of these ideas as unifying concepts which can be repeatedly applied throughout the course. The basic mathematical skills needed for the course are defined. Mechanics, Wave Phenomena, Electricity, and Atomic and Nuclear Physics are designated as the major areas of study. Topics are listed for each of these areas. Understandings and fundamental concepts and supplementary information are given for each of the topics. (Author/TS)

ED 055 886 SE 012 573
Recent Trends in Enrollment and Manpower Resources in Graduate Science Education, 1969-70.
National Science Foundation, Washington, D.C.
Report No—NSF-71-14
Pub Date 26 May 71
Note—4p.; Science Resources Studies Highlights
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Programs, *Doctoral Programs, Engineering, *Enrollment Trends, Graduate Professors, *Graduate Students, Higher Education, Mathematicians, *Scientific Manpower, Scientists
Based on information furnished by 227 doctorate-granting institutions in their applications for NSF traineeships, graduate enrollment in the sciences and engineering declined slightly between 1969 and 1970. The 1969-70 decrease and the declining trend in the rate of growth during 1967-69 contrast markedly with the nine percent annual rate of increase in enrollment for advanced degrees in the sciences and engineering that characterized the seven year period: 1960 to 1967. In contrast to the decline in graduate enrollment, the number of faculty and post doctorals increased during 1969-70, but at annual rates that were far below the comparable figures for 1967-69. The science doctorate departments covered in the present study accounted for more than 75 percent of the graduate enrollment and more than 90 percent of the doctorates granted in the sciences and engineering by U. S. universities and colleges. (Author/CP)

ED 055 887 SE 012 580
Saltonstall, Richard
Your Environment and What You Can Do About It.
Pub Date 70
Note—299p.
Available from—Walker and Company, 720 Fifth Avenue, New York, New York 10019
Document Not Available from EDRS.
Descriptors—*Action Programs (Community), Conservation Education, *Environment, Environmental Education, *Natural Resources, *Physical Environment, Pollution
This book is written for the action oriented citizen concerned about pollution problems involving our physical environment. The book explains what can be done concerning problems in air and water pollution, noise, chemical pollution of the land, urban sprawl, clogged highways, rural decay, waste disposal, and litter. The book also comments on what organizations you can apply to for more information, which government agencies to approach, and what your legal rights are. The book concludes with appendices on Enforcement of the 1899 Refuse Act through citizen action, Agencies and Organizations, Key Legislative Committees, and a current bibliography. (BB)

ED 055 888 SE 012 581
Killeen, Jacqueline
Ecology at Home. How Your Housekeeping Habits Can Help Save Our Environment.
Pub Date 71
Note—96p.
Available from—101 Productions, 79 Liberty Street, San Francisco, California 94110 ($1.95)
Document Not Available from EDRS.
Descriptors—*Ecology, *Environmental Education, Home Economics, Natural Resources, Paperback Books, *Pollution, Resource Materials
This booklet describes common household habits which can be altered to reduce man's pressure upon the environment. Ideas range from conserving cooking fuel by using a Chinese steamer to turning old stockings into rugs. Also included is information on national recycling programs, making gifts from garbage, organic gardening, cooking without poisons, natural household remedies for removing stains and eliminating pests, a pet diet of fresh foods, relaxing without taxing the environment, and a wattage guide to saving electricity. It is well illustrated with nature sketches. (Author/CP)

ED 055 889 SE 012 589
[List of Acquisitions Number 25, Books, Monographs; List of Acquisitions Number 6, Articles, Papers and Reprints; List of Acquisitions Number 6, Area Files; Selected Monthly Index to Periodical Literature].
North Carolina Univ., Chapel Hill. Carolina Population Center.
Pub Date Sep 71
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Contraception, *Demography, *Family Planning, Library Acquisition, Population Trends, *Reference Materials, *Social Sciences
Acquisitions of the Carolina Population Center Library, University of North Carolina, Chapel Hill, North Carolina, are indexed in this bibliographic source. Topics deal with birth control and contraception, demography, family planning, health, population factors, social welfare, and related subjects. Section 1 is a list of books, monographs, general research reports, and conference proceedings, arranged by subject. Section 2 is an author listing of articles, papers, and reprints recently added to the Library's reprint files. Section 3 is a catalog of area files, inventorying a variety of materials specific to foreign countries. Section 4 is a "scanning sheet" or monthly index of selected articles appearing in 14 periodicals received by the Library. A subject index is appended to each of the last three sections. (BL)

ED 055 890 SE 012 591
U.S. Metric Study Interim Report: Education.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345-6
Pub Date Jul 71
Note—210p.; Sixth in a series of interim reports prepared for the Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10:345-6 $1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Curriculum Development, Educational Attitudes, Educational Change, Educational Strategies, Instructional Materials, *Metric System, *National Programs, Teacher Education, Vocational Education
This report is another in the series being prepared on the numerous investigations comprising the U. S. Metric Study, by the U. S. National Bureau of Standards. This report concerns the effects of increasing worldwide use of the metric system on education in the United States. Its purpose is to present the educational advantages and disadvantages of both the metric and the customary systems of units; to determine the current usage of metric measurements in schools, and trends in that usage; to find the ways in which education would have to change as the U. S. accommodates to increased worldwide use of the metric system, under a planned national program or without such a program; and to estimate the costs of the changes; and to make recommendations for ways in which to take best advantage of the changes. It is concluded that the advantages of going metric in education are significant but not overwhelming. On the other hand, the costs are not prohibitive and can be met largely out of normal expenditures. A conversion period of 10 years seems to be close to the optimum, but national leadership and sense of purpose would be needed to completely benefit from metric conversion. (Author/TS)

ED 055 891 SE 012 592
Ocean Dumping, A National Policy. A Report to the President Prepared by the Council on Environmental Quality.
Council on Environmental Quality, Washington, D.C.
Pub Date Oct 70
Note—54p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Environmental Education, *Federal Government, Oceanology, *Policy, Pollution, *Reports, *Water Pollution Control
This report was prepared for the President of the United States by the Council of Environmental Quality. Location, quantities, composition, trends, pollution, and international aspects of ocean dumping are discussed. Also included are alternatives to dumping and legislative control. Recommendations are made dealing with policies, regulations, and further research. (CP)

ED 055 892 SE 012 594
Unit Charge, First Trial Materials, Inspection Set.
Australian Science Education Project, Toorak, Victoria.
Pub Date Jun 71
Note—95p.
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Curriculum, Electricity, *Instructional Materials, *Laboratory Manuals, Laboratory Procedures, *Physics, Science Units, *Secondary School Science, *Teaching Guides
Identifiers—Australian Science Education Project
The first trial edition of the Australian Science Education Project unit introducing the concepts of electrical charge consists of a student workbook, question booklet and a response sheet, and a booklet containing answers to the questions in the workbook and question booklet. The teacher's guide outlines the unit, lists suggested teaching techniques and necessary apparatus for the core activities and each of the six options available to students, and lists expected outcomes of the unit. The core activities lead to the generalization that like charges attract and unlike charges repel. The options concern the effects of charges in industry and everyday life, a model of ionic crystals, electroplating, electric cells, tests of electrolytes, and the historical development of the concepts of charge (Franklin, Volta, Galvani). The emphasis throughout is on individual or small group self-paced experimentation using the student booklet as a guide. (Available on loan from ERIC SMEAC.) (AL)

ED 055 893 SE 012 595
Employment Problems of Engineers Highlighted by New Survey.
Engineers Joint Council, New York, N.Y.
Pub Date 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Patterns, *Employment Problems, *Engineers, Geographic Regions, *Occupational Surveys
Identifiers—National Science Foundation
Summarized is an employment survey, conducted by the Engineers Joint Council for the National Science Foundation. Twenty percent of the membership of 23 engineering societies were sampled. The results are reported as unemployment rates for selected degree and age groups, field of specialization, geographical areas, citizenship, and type of employer. The major problem areas are those engineers without college degrees or with highest degrees in nonengineering curricula, those in electronics and aerospace specialities, those whose particular speciality was nonengineering in nature, those who were not U. S. citizens, or under 30 or over 55, and those in the Seattle or Wichita areas. (TS)

ED 055 894 SE 012 598
Environment Information ACCESS, Volume 1 Numbers 13 and 14.
Environment Information Center, New York, N.Y.
Pub Date 15 Aug 71
Note—65p.
Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017
Document Not Available from EDRS.
Descriptors—*Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Resource Materials
Access is an indexing, abstracting, and information retrieval service that covers published and

non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The main entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geographical change, and wildlife. A special section includes research activities related to air pollution; current conferences; and subject, industry, and author indexes. (BB)

ED 055 895 SE 012 601

New Thinking in School Mathematics.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 61

Note—246p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenur, N.W., Washington, D.C. 20006 ($2.50)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Curriculum, *Educational Development, Mathematical Concepts, Mathematics, *Mathematics Education, *Modern Mathematics, *Secondary School Mathematics, Surveys, Teacher Education

The first part of this volume reports on the 1959 Royaumont Seminar on secondary school mathematics, an important factor in the spread of "New Mathematics" at the beginning of the last decade. Key addresses on Reform in School Mathematics (Stone) and New Thinking in School Mathematics (Dieudonne) are reported in full, and there are summaries of talks on applications of mathematics (Tucker); the teaching of arithmetic and algebra (Choquet), sets and functions (Servais), transformation geometry (Botsch), analysis (Maxwell) and statistics and probability (Bunt); a survey of teacher education (Theron); a report on textbooks (Begle); and remarks on research in mathematics education (Wall). The discussions provoked by these papers are also reported, together with the Seminar's conclusions and recommendations. The second part of this volume reports a survey of mathematics education in the participating countries (almost all of Western Europe, plus Canada and the United States) under four headings: the extent of mathematics study; the training of mathematics teachers; curriculum, supervision and learning materials; and subject matter and examinations. (MM)

ED 055 896 SE 012 602

New Thinking in School Biology.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 63

Note—330p.; Report on the OECD Seminar on the Reform of Biology Teaching, Switzerland, September, 1962

Available from—OECD Pulbications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.00)

Document Not Available from EDRS.

Descriptors—*Biology, *Comparative Education, Conference Reports, *Curriculum Planning, Educational Trends, *Secondary School Science, Teacher Education

Identifiers—*Europe

Five papers presenting the case for reform of biology teaching, five outlining new approaches to biology curricula (including the role of mathematics), and summaries of the discussions that followed each group of papers when presented at the Organization for Economic Cooperation and Development, introduce the report of the conference proceedings. A summary of the educational systems, with special reference to the teaching of secondary school biology in Austria, Belgium, Denmark, France, Germany, Greece, Iceland, Italy, Netherlands, Norway, Portugal, accounts of trends toward reform of biological education in these countries (except Austria) and Ireland, the United States, Brazil, and Colombia. Summary papers on the character of the needed reforms and the problems of implementation, committee reports on the aims of biological education, an educational program in biology, the training of biology teachers, the role of films and other aids, the role of laboratory and field work, technical facilities, and the retraining of teachers, precede a panel discussion (from an administrative viewpoint) of the problems of implementing the recommended reforms. Appendices include a list of participants and a list of books displayed at the meeting. (AL)

ED 055 897 SE 012 603

New Thinking in School Chemistry.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 61

Note—216p.; Report on the OEEC Seminar on the Status and Development of the Teaching of School Chemistry, Greystones (Ireland), March, 1960

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($2.00)

Document Not Available from EDRS.

Descriptors—*Chemistry, Conference Reports, *Curriculum, Curriculum Design, Fundamental Concepts, International Education, *Secondary School Science

This report contains the text of addresses given at a seminar on the status and development of the teaching of secondary school chemistry held in 1960 by the Organization for European Economic Development (now the Organization for Economic Cooperation and Development). The speakers considered advances in theoretical chemistry since 1900, the importance of structure in introductory chemistry teaching, advances in chemical techniques, the requirements of industry and the universities, and descriptions of teaching techniques (models, audiovisual aids, and laboratory and text-based programs) being used by some participants. Summaries of the discussion following each of the papers, suggested outlines for new courses of study prepared by three separate working groups, and a list of conference participants are included. (AL)

ED 055 898 SE 012 604

Chemistry To-day, A Guide for Teachers.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 63

Note—365p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.50)

Document Not Available from EDRS.

Descriptors—Atomic Structure, Biochemistry, Chemical Bonding, Chemical Equilibrium, Chemical Reactions, *Chemistry, International Education, Organic Chemistry, *Resource Materials, *Secondary School Science

This guide is composed of 18 papers prepared by school and university teachers for school teachers and other curriculum developers. The guide is not intended to be a textbook for the teaching of chemistry in schools; nor is it a detailed manual on how to teach specific subjects. It is, rather, a presentation of those areas of chemistry which, in the course of recent years, have received either an interpretation quite different from the one usually imparted in schools, or an experimental approach such as to render obsolete the treatment normally given. The main object is, therefore, to supply information on theories and well-established facts to present modern approaches to the interpretation of reactions and experiments, and to emphasize novel ways of presenting chemistry in a fashion consistent with the present state of the science and its current development. The authors of the papers have made a special effort to present each topic in terms of fundamental principles so that each teacher can avoid "didactic lies," and so that pupils who go on to more advanced study need not "unlearn" what they have been taught at an elementary stage. (Author/TS)

ED 055 899 SE 012 605

Teaching Physics To-day, Some Important Topics.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 65

Note—270p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($6.00)

Document Not Available from EDRS.

Descriptors—Atomic Structure, Curriculum Development, International Education, Light, *Physics, Relativity, *Resource Materials, *Secondary School Science, Teaching Procedures

This volume, the 10th in the "New Thinking in School Science" series published by the Directorate for Scientific Affairs of the Organization for Economic Cooperation and Development, is the outcome of international cooperative work by the Organization to inform teachers on current development and modern views in the teaching of secondary school physics. It comprises ten chapters, framed to provide guidance to teachers and to encourage them to reconsider their teaching along the lines of an up-to-date treatment of the subject. This guide is not, even in parts, a textbook for the teaching of physics in class. The first part of the Guide consists of five chapters outlining topics of general importance, including reference to experience gained in applying new approaches. The second part presents topics selected from fields of particular relevance in the present state of debate. An attempt was made to treat these topics in a wider context than is generally the case in traditional teaching, and to present some which are not yet fully introduced in school. (Author/TS)

ED 055 906 SE 012 606

Duvigneaud, Paul

Biology To-day: Its Role in Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Jan 66

Note—190p.; Report of an OECD Working Session on the Teaching of School Biology, Hellebaek (Denmark), June, 1964

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($2.50)

Document Not Available from EDRS.

Descriptors—*Biology, Conference Reports, *Ecology, Field Studies, *Genetics, *Instruction, International Education, *Physiology, Secondary School Science, Teacher Education

Papers on the following topics, and summaries of the discussions that followed their presentation to an international working group established by the Organization for Economic Cooperation and Development, are printed in this conference report: biology teaching in relation to mankind; ecological approach in the teaching of biology; the place of physiology in a general program of biology; the teaching of genetics; the contribution of books to the teaching of biology; pedagogical research and training of secondary school teachers; and pedagogical research. In most cases, more than one prepared paper on each topic is included. Six recommendations concerning the place of biology in general education, the training of teachers, and the action to be taken in providing the facilities needed for efficient biology teaching are made. A list of participants is appended. (AL)

ED 055 901 SE 012 607

Fehr, Howard F., Ed.

Mathematics To-day, A Guide for Teachers.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Oct 64

Note—421p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Curriculum, *Curriculum Development, Instruction, Mathematical Applications, *Mathematics Education, *Modern Mathematics, Teacher Education

This document is a report on an International Working Session on New Teaching Methods for School Mathematics held at Athens, Greece, which was called to discuss developments since the 1959 Royaumont Seminar on "New Thinking in School Mathematics." Chapter I deals with the curriculum and, in addition to talks on specific topics, includes complete outlines of innovative secondary programs from Belgium, Sweden and Denmark. Chapter II, on methods of teaching modern mathematics, includes a talk by Papy on the methods used in the Belgian program mentioned in Chapter I and a talk on "Searching for

Patterns" (Beberman). Chapter III contains talks on "Applications of Modern Mathematics Suitable for Use in Teaching Secondary School Mathematics" (Pollak) and "The Teaching of Mathematics as One of the Humanities" (Athen). Chapter IV discusses what mathematics teachers should know and how they can keep up-to-date on new mathematics and new teaching methods. A summary and recommendations of the conference are included in this document, and there are individual reports on progress in curriculum reform in the participating countries. (MM)

ED 055 902 SE 012 608

Engineering Education in the Computer Age.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Mar 64

Note—108 p.; Report of an OECD Conference on "Applied Mathematics for Engineers," Rome, May 1963

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($1.75)

Document Not Available from EDRS.

Descriptors—College Mathematics, Computers, *Computer Science, Conference Reports, Curriculum, *Data Processing, *Engineering Education, *Instruction, Mathematical Applications, *Mathematics

The proceedings of an Organisation for Economic Cooperation and Development (OECD) Seminar on computer science in engineering education are presented. Ways and means of introducing computer science to engineers and means of applying results of past experience are discussed. There are seven major papers presented: (1) The Experience of the Darmstadt Technische Hochshule (includes discussion of engineering education curriculum and the role of computer science); (2) Introduction to the Algorithmic Language ((Algol 60)) (includes instructions for computation, introduction and delivery, plus a list of lectures and exercises offered at Darmstadt); (3) The Teaching of Mechanical Data Processing (discusses both analogue and digital processing); (4) The Effect of Computer Science on Engineering Mathematics (includes list of mathematical topics of value to computer designers and users); (5) Introducing the Computer into the Universities of Italy and its Effect on the Teaching of Mathematics and Other Disciplines; and (6) The Work of the International Computation Centre; and (7) Courses in Mathematics for Engineers in the United Kingdom. Special contributions include discussion of computer science as it is presently used at Hamburg University, The Paris Faculte Des Sciences and the CNRS (National Council for Scientific Research) in Sweden and in Ireland. (JG)

ED 055 903 SE 012 609

Chisman, D. G.

School Chemistry, Trends in Reform, Selected Topics.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Mar 64

Note—96p.; Report of an OECD Working Session on the Teaching of School Chemistry, London, July, 1963

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D. C. 20006 ($1.50)

Document Not Available from EDRS.

Descriptors—*Chemistry, Conference Reports, *International Education, Laboratory Procedures, Program Descriptions, *Science Tests, *Secondary School Science, *Teaching Techniques

Identifiers—Europe

Trends, from 1960 to 1963, in the teaching of chemistry in secondary schools in Austria, Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Netherlands, Norway, Spain, Switzerland, Turkey, United Kingdom, and the United States of America are outlined in the first part of this report of a 1963 working session on the teaching of school chemistry and are amplified for some countries in appendices. Summaries of addresses on aspects of the theoretical chemistry of bonding, crystals, energetics, equilibrium and chemical species in solution, and kinetics, emphasizing implications for classroom teaching, are included, and an account of alternative examination techniques provided. Notes on chemical bonding, the use of wave mechanics in school chemistry, techniques of determining combustion heat of solids, liquids, and gases, examples of examination questions from Belgium and England, lists of apparatus, films, charts, and books displayed, and a list of participants are appended. (AL)

ED 055 904 SE 012 610

Mathematics for Physicists and Engineers.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 61

Note—225p.; Report of the OEEC Seminar on "The Mathematical Knowledge Required by the Physicist and Engineer," Chateau de la Muette, Paris, February, 1961

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($2.00)

Document Not Available from EDRS.

Descriptors—Chemistry, College Mathematics, Conference Reports, *Curriculum, *Engineering Education, *Instruction, Mathematical Applications, *Mathematics, *Physics, Secondary School Mathematics

The text is a report of the OEEC Seminar on "The Mathematical Knowledge Required by the Physicist and Engineer" held in Paris, 1961. There are twelve major papers presented: (1) An American Parallel (describes the work of the Panel on Physical Sciences and Engineering of the Committee on the Undergraduate Program in Mathematics of the Mathematical Association of America); (2) New Look in School Mathematics (reforms which seem desirable in secondary school mathematics); (3) Emphasis on Imaginative Thinking (in secondary school mathematics); (4) Psychological Factors in Teaching (for more effective grasp of concepts and the creative approach); (5) The Teaching of Mathematics in Preparatory Classes for Institutes of Engineering; (6) Common Mathematical Principles in Engineering and Technology; (7) Mathematics Required in the Study of Telecommunications; (8) The Mathematical Training of Mechanical Engineers; (9) Mathematical Knowledge Required for Chemistry; (10) Teaching Mathematics to Physicists; (11) Mathematics for Engineers who Design and use Electronic Computers; and (12) Mathematics in Theoretical and Applied Autonomics. (JG)

ED 055 905 SE 012 611

Mathematical Education of Engineers.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 66

Note—210p.; Report of the OECD Seminar on "The Mathematical Education of Engineers," Paris, 1965

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($5.50)

Document Not Available from EDRS.

Descriptors—*College Mathematics, *Computer Science Education, *Conference Reports, Curriculum, *Engineering Education, Engineers, Mathematical Applications, *Mathematics Education

The seminar reported in this document examined the university mathematics courses which should be available to future engineers, and was especially concerned with the introduction of computer science education. There are four major sections. The first reports a survey of electrical engineers in the United Kingdom which investigated how often they used mathematics in their work, and which topics were particularly relevant. The second section presents two core curricula, one for future research engineers and one covering the minimum essentials for all engineers. Examples illustrating the use of computers and statistical techniques are annexed. The third section deals with the needs of selected groups of engineers and includes details of programs given in France, Holland and the United States. The final section considers the computer education of engineers in more detail, and further examples of programs and specific applications are given. (MM)

ED 055 906 SE 012 612

Mathematics and Engineering Applications, Some Selected Examples.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Nov 65

Note—705p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($7.00)

Document Not Available from EDRS.

Descriptors—Calculus, College Mathematics, Computer Science Education, *Conference Reports, *Engineering, Industry, *Mathematical Applications, Mathematical Models, *Mathematics, Statistics, Technology

This document, a report of a seminar arranged by the Royal Belgian Society of Engineers and Industrialists, contains 35 papers illustrating the application of modern mathematics in engineering. There are eleven sections: Statistics, Operational Research, Boolean Algebra, Numerical Analysis, Eigenvalues, variations, Integral Equations and Applications of Mathematics to Hydraulics. Each section contains a paper by a specialist, generally a university professor working at the frontiers of knowledge in his field, followed by one or more examples of concrete application presented by users in industry or applied research. The result is a broadly representative view of different forms of modern mathematics as applied in the most varied domains. (Author/MM)

ED 055 907 24 SE 012 614

Robinson, Gerald G. Nelson, Gid E.

A Filmed Presentation of Ecological Principles. Final Report.

University of South Florida, Tampa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-D-022

Pub Date 31 Aug 70

Grant—OEG-4-8-070022-0006-057

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Biology, *Ecology, Environmental Education, *Higher Education, *Instructional Films, Natural Resources, *Reports, *Science Education

Procedures in developing a 66-minute film entitled "Natural Communities of Florida; Physical Factors and Distribution" and presented in this summary report. Production of the film was undertaken in an attempt to provide a more effective means of presenting basic ecological principles to students in introductory, college level biology courses. The report summarizes the situation of the biology courses offered at the University of South Florida; the value of including ecological principles in biology courses; and the need for developing a relevant film for these courses. To this end, the film produced examines six major natral communities found in Florida: Pine Flatwoods, Sandhill Association, Sand Pine Scrub, Hardwood Hammocks, Coastal Strand, and the Everglades. Depicted in each community is the general appearance, important vegetation, the soil, and some of the interrelationships between animals and plants. Also, the effects of important physical factors are illustrated. In conclusion, the report discusses results in class use of the film. (BL)

ED 055 908 SE 012 615

Spaulding, Irving A.

Social Status Variations in Attitudes and Conceptualization Pertaining to Water Pollution and Supply.

Rhode Island Univ., Kingston. Water Resources Center.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Pub Date 69

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, *Cognitive Measurement, *Environmental Education, *Evaluation, Social Status, *Surveys, Water Pollution Control

Identifiers—Rhode Island

Data, secured by questionnaire from single household dwelling units in Warwick, Rhode Island, were used to ascertain differences among social status groups with respect to attitudes and conceptualization pertaining to water pollution and water supply. A social status index was used to delineate three status groups having high, middle, and low rank (designated as groups I, II, and III, respectively). Tension related to water pollution was experienced in each status group; however, it was greater for groups of high and middle status than for the low status group and differed significantly only between groups I and III. An information index was used to measure the general

level of knowledge about pollution and supply of ground water and surface water. No significant differences were found among status groups. The affirmation of belief in man's control of water pollution and supply was greater in the higher status groups than in the lower ones. A preponderance of respondents agreed that control of situations and responsibility for them are associated. Beliefs under conditions of no conflict and conditions of conflict differed significantly. (Author/CP)

ED 055 909 SE 012 616
Chemistry, A Syllabus for Secondary Schools.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 71
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Atomic Structure, *Chemistry, *Course Content, *Curriculum Guides, Science Courses, *Secondary School Science, *State Programs
Identifiers—New York
This is a 1971 reprint of the chemistry syllabus printed in 1966 for the state of New York. This course of study presents a modern view of chemistry suitable for pupils with a wide range of skills and abilities. The outline of topics provides the unifying principles of chemistry together with related facts. The principles included in the outline are basic to man's understanding of his environment. The topical outline is divided into nine major units: Matter and Energy, Atomic Structure, Bonding. Periodic Table, Mathematics of Chemistry, Kinetics and Equilibrium, Acid-Base Theories, Redox and Electrochemistry, and Organic Chemistry. A tenth unit, Application of Principles of Reaction, is to be related to, and integrated in, other units as it applies. Each unit is subdivided into specific topics, each of which has additional material associated with it. Understandings and Fundamental Concepts outlines the basic concepts, while Supplementary Information provides amplification and explanation of the basic concepts. Two appendices deal with an energy level diagram used to depict electron configuration and with some mathematical concepts used in the course. (Author/TS)

ED 055 910 SE 012 618
Pulaski, Mary Ann Spencer
Understanding Piaget: An Introduction to Children's Cognitive Development.
Pub Date 71
Note—241p.
Available from—Harper & Row Publishers, New York, New York ($6.95)
Document Not Available from EDRS.
Descriptors—*Conservation (Concept), Geometric Concepts, *Learning Theories, *Mathematics Education, Numbers
Identifiers—*Piaget (Jean)
A concept-by-concept approach to Jean Piaget's ideas and findings about the intellectual growth of children is presented in simplified form for the lay reader. It first reviews the theoretical rationale behind Piaget's work and sets forth his basic principles of development. Then comes an overview of developmental stages of intellectual growth from infancy to adolescence. Next, there follows a more detailed presentation of Piaget's work in many different areas, including his studies of time, speed and perception. Piaget's views on education and teacher training sum up the impact of his thinking on child psychology today. The chapters include: Piaget: a Profile, Adaptation: the Basis of Behavior, The Beginnings of Intelligence, An Overview of Development, Conservation, The Preoperational Child, Concrete Operations, Formal Operations, Morality, Emotional Development, Play and Imitation, Representation, Numbers, The Geometry of Space, Perception and Learning, Time, Movement and Speed, and Education. Appendices include Piaget's works in chronological order according to French publication dates. (JG)

ED 055 911 SE 012 620
Review of Educational Research, Volume 31 Number 3: The Natural Sciences and Mathematics.
American Educational Research Association, Washington, D.C.
Pub Date Jun 61
Note—115p.
Available from—American Educational Research Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
Journal Cit—Review of Educational Research; v31 n3 Jun1961
Document Not Available from EDRS.
Descriptors—Curriculum, Elementary Education, Higher Education, *Mathematics Education, *Research Reviews (Publications), *Science Education, Secondary Education, Talented Students, *Teacher Education
This review is devoted to major efforts by professional societies, institutions of higher learning, and national committees to influence science and mathematics curriculums. The chapters include: (1) Science in Elementary Grades (history of elementary science, elementary science curriculum, children's learnings in science, and teaching aids); (2) Mathematics in the Elementary School (abilities and attitudes, number concepts, teaching fractions and problem solving, research on teaching methods, and teacher education); (3) Science in the Secondary Schools (junior and senior high curriculum, teaching methods, and achievement); (4) Mathematics in the Secondary School (curriculum, attitudes, concept formation, teaching methods, teacher education, programs for gifted students, television instruction, and college preparation); (5) Teacher Education in Science (preservice, inservice, and certification); (6) Teacher Education in Mathematics (research influence, course offerings, preservice, and certification); (7) College Science (teaching methods, teacher-student relationships, advanced students, and television instruction); (8) College Mathematics (methods, prediction and placement, curriculum, and programmed instruction); (9) Academically Talented (elementary and secondary school mathematics and science); (10) Research Methodology (surveys of opinions, attitudes, teacher background, textbook analysis and teaching conditions; experimental research; predictive and correlational studies; historical and philosophical studies; and large-scale studies and projects).

ED 055 912 SE 012 621
Hamilton, Michael, Ed.
This Little Planet.
Pub Date 70
Note—233p.
Available from—Charles Scribner's Sons, 597 Fifth Avenue, New York, New York 10017 ($6.95)
Document Not Available from EDRS.
Descriptors—Biblical Literature, *Ecology, *Environmental Influences, *Ethics, Food, Natural Resources, *Overpopulation, Pollution, *Religion
Identifiers—Theology
In six essays considering overpopulation, pollution, and food supply from the framework of the Judeo-Christian tradition and of world ecology, three theologians (Pollard, Shinn, and Bonifazi), an ecologist (Sears), a geographer (Glacken), and a medical scientist and administrator (Bennett), conclude that the control and preservation of the natural environment is man's right and responsibility. Although all share this orientation, each author concentrates on a specific topic. Sears describes the emergence and recognition of conservation problems in the United States. Pollard examines the relationship between God's creation of the earth and modern man's concern for its limited natural resources. Bennett summarizes the complexity of the world food supply problems. Shinn explores the motivations and inhibitions relating to family size and the ethical implications of these factors. Glacken traces the rising concern among Western scholars as they begin to understand the ecological damage done by age-old agricultural practices and industrialization. Bonifazi provides a Biblical perspective on the relation between man and his environment. (Author/AL)

ED 055 913 SE 012 625
Tenth Year Mathematics.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 71
Note—32p.; Reprint from the syllabus, Mathematics 10-11-12
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, Arithmetic, *Curriculum Guides, *Geometry, *Grade 10, Instruction, *Mathematics, Teaching Procedures
The booklet presents the minimum material for which students are responsible on the Tenth Year Regents examination of the state of New York. The syllabus is an attempt to integrate plane geometry with arithmetic, algebra and numerical trigonometry brought about by: (1) greater use of fractions and percents in mensuration problems; (2) use of approximate number; (3) use of algebraic symbolism and proof; (4) use of algebraic equations in the solution of geometric problems; and (5) an introduction to coordinate geometry. The scope of content is: transition from informal to formal geometry, formal geometry (triangles, inequality, parallelism and perpendicularity, angle sum, locus, circles, angle measurement, similarity, areas, regular polygons and measurement of circles) constructions, formulas, arithmetic, algebra, trigonometry, and coordinate geometry. Suggestions for teaching, for time schedule and for sequencing are included. (JG)

ED 055 914 SE 012 627
Simons, Eugene M., Ed.
Science Policy Reviews, Volume 4 Number 3.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Pub Date 71
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, *Environment, Literature Reviews, Policy, *Policy Formation, Pollution, Resource Materials, *Sciences, *Technology, World Affairs
This issue of Science Policy Reviews, a quarterly publication formerly titled the Science Policy Bulletin, presents 438 annotated bibliographic references from the current national and international literature in the area of science and public policy. For brevity, the word "Science" in the title of the Reviews is used to denote engineering and technology as well as science. The literature reviewed includes books, reports, and periodical articles, with regularly screened periodicals listed on the inside back cover. The focus of the literature reported is on matters of broad public policy; literature of a highly technical and narrowly specialized nature is not included. In addition to the bibliographic entries this issue includes two articles: Engineering and the Technical Society, a report of a conference of educators on the relationship of technology to society, and courses and curricula on the subject, including a list of over 70 courses at various colleges; and U. S. Energy Predicament, a review of the crucial problems posed by our seemingly incompatible requirement for more and more energy with less and less pollution. (Author/PR)

ED 055 915 SE 012 628
Programs in Environmental Education, 1971.
National Science Teachers Association, Washington, D.C.
Pub Date 71
Note—49p.
Available from—National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 471-14394, Price $1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Directories, Educational Programs, Elementary Grades, *Environmental Education, Outdoor Education, *Program Descriptions, Secondary Grades
To aid in the search for exemplary environmental education programs, the National Science Teachers Association has developed this second edition inventory of science programs related to the environment. Only those programs who have materials available to other school systems or individuals and who can handle inquiries are included. One hundred and six programs are listed in 34 states and United States possessions - Washington, D. C. and Guam. Included in this total is updated information on 30 programs previously described in the 1970 edition. Each entry provides program name and address, program director and address, a brief description of the program, and materials available. A related document is SE 012 551. (BL)

ED 055 916 SE 012 630
Travers, Kenneth J.
School-University Cooperation: A Search for New Structures in Teacher Education.
Pub Date 71

Note—26p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Anaheim, California, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Inservice Teacher Education, *Mathematics Education, Preservice Education, Student Teaching, *Teacher Education, *Teacher Programs

A clinical approach to teacher education used at the University of Illinois is described. It is characterized by the following: (1) a broad basis for providing input (using ideas of inservice teachers, professors, and undergraduate students); (2) continuity of professional education (involving inservice teachers in seminars); (3) team approach to professional education (seminars involving those referred to in (1) above, and the student teacher is not an apprentice but an active member of the team); (4) variety of experiences (elementary through senior high school and low-achieving to advanced classes); (5) individualized training (flexible assignments and responsibilities for students); and (6) "mini-teaching" (two or three teachers to a group of five or six students). One semester is devoted to the program having the above qualities. Appendices include discussion of mini-teaching, objectives, and conditions. (JG)

ED 055 917 SE 012 632
Warpinski, Robert
A Supplementary Program for Environmental Education, Social Studies, Grades 1 Through 12.
Project I-C-E, Green Bay, Wis.
Pub Date [71]
Note—379p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Learning Activities, Lesson Plans, *Secondary Grades, *Social Studies, *Teaching Guides
Identifiers—ESEA Title III

Presented in these 12 teacher's guides for grades 1-12 are lesson plans and ideas for integrating social studies and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract. (BL)

ED 055 918 SE 012 633
Warpinski, Robert
A Supplementary Program for Environmental Education, Science, Grades K Through 12.
Project I-C-E, Green Bay, Wis.
Pub Date [71]
Note—429p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Learning Activities, Lesson Plans, *Science Education, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III

Presented in these 13 teacher's guides for grades K-12 are lesson plans and ideas for integrating science and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract. (BL)

ED 055 919 SE 012 634
Warpinski, Robert
A Supplementary Program for Environmental Education, Language Arts, Grades K Through 12.
Project I-C-E, Green Bay, Wis.
Pub Date [71]
Note—376p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Behavioral Objectives, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, *Language Arts, Learning Activities, Lesson Plans, *Secondary Grades, *Teaching Guides
Identifiers—ESEA Title III

Presented in these 13 teacher's guides for grades K-12 are lesson plans and ideas for integrating language arts and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlines. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract. (BL)

ED 055 920 SE 012 638
Lucas, A. M., Ed.
Biological Education in Australian Secondary Schools. [Proceedings of a Conference Sponsored by the Australian Academy of Science].
Australian Academy of Science, Canberra.
Pub Date May 70
Note—237p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Biology, Conference Reports, Course Descriptions, *Curriculum, Discussion (Teaching Technique), *Evaluation, Laboratory Procedures, *Objectives, Secondary School Science
Identifiers—*Australia

The present situation of biology teaching in Australian secondary schools is described in Part 1 of the proceedings of the 1970 conference on "Biological Education in Australian Secondary Schools." The six papers discuss the relationship of biology to other science and non-science subjects, enrollment trends, teacher qualifications, and assessment practices used in each state. Part 2 contains three papers which suggest some aims of biological education for Australian conditions, and a summary of the discussion of these proposed aims. Papers evaluating the Australian adaptation of the BSCS programs, the biology component of the New South Wales "Science" courses, the Queensland "Zoology" course, and the pilot course in "Human Biology" offered in Western Australia, are contained in Part 3. Three background review papers, on discussion as a teaching technique, on the value of laboratory work, and on research on "inquiry" teaching, are included, together with reports of working groups that discussed evaluation techniques, teaching techniques, and the appropriate content of future courses. The report concludes with a list of eight recommendations to the conference sponsors, the Australian Academy of Science. (AL)

ED 055 921 SE 012 641
Kellner, Robert
Environmental Concern Inventory. Form K-4, 5-8, 9-12.
Project I-C-E, Green Bay, Wis.
Pub Date Jan 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Students, *Environmental Education, *Evaluation, *Secondary School Students, *Tests
Identifiers—ESEA Title III

The Environmental Concern Inventory, three evaluative instruments for grades K-4, 5-8, and 9-12, is a problem solving quiz designed to help the teacher discover those types of problems or environmental concerns not clear to students. On the K-4 inventory, respondents need only place a check in the box that contains the picture which illustrates their answer. In the 5-8 and 9-12 inventories, a hypothetical problem situation is given and a solution is subsequently chosen. This work was prepared under an ESEA Title III contract. (CP)

ED 055 922 SE 012 685
Environmental Quality, the Second Annual Report of the Council on Environmental Quality.
Council on Environmental Quality, Washington, D.C.
Pub Date Aug 71
Note—381p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4111-0005 $2.00)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Annual Reports, *Economic Factors, *Environment, *Federal Government, Inner City, Legislation, *Pollution, Urban Environment

This second annual report examines in depth two fundamental aspects of environmental quality: economics and legal developments. It also reviews the status of and trends in environmental quality and developments, particularly among the states, since the publication of the first annual environmental quality report. A number of environmental problems in the inner city are discussed. (Author/CP)

ED 055 923 SE 012 689
Apollo 15 at Hadley Base.
National Aeronautics and Space Administration, Washington, D.C.
Pub Date Aug 71
Note—32p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3300-0402 $0.75)
Document Not Available from EDRS.
Descriptors—*Aerospace Technology, *Elementary School Science, Instructional Aids, Instructional Materials, *Photographs, Resource Materials, *Secondary School Science
Identifiers—Moon

This publication highlights the mission of Apollo 15 and includes many detailed black and white and color photographs taken near the lunar Apennine Mountains and the mile-wide, meandering Hadley Rille. Some of the photographs are full page (9 by 12 inch) reproductions. (Author/PR)

SO

ED 055 924 SO 000 564
Hunt, Anne Johnson
Anthropology Achievement of Normal and Disadvantaged Kindergarten Children.
Georgia Univ., Athens.
Pub Date 69
Note—170p.; Ed.D. Dissertation, University of Georgia, Athens
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order number 70-10,197; Microfilm, $3.00; Xerography, $7.80)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Age Differences, *Anthropology, *Concept Formation, *Curriculum Research, Doctoral Theses, *Educationally Disadvantaged, Experimental Curriculum, Intelligence Factors, Kindergarten, Racial Factors, Sex Differences, Social Studies Units, Socioeconomic Status
Identifiers—*Anthropology Curriculum Project

The purpose of this study was to develop a kindergarten social studies unit based on selected key concepts of anthropology and to evaluate the achievement in anthropology for preprimary children. The relationship of selected pupil characteristics to gain in anthropology was also examined. Eleven Georgia public kindergarten classes which were field centers of the Research and Development Center in Early Educational Stimulation participated in the study. For two months 160 normal and disadvantaged experimental subjects were taught 36 daily lesson plans. The experimental lessons were adapted from the grade one material of the Georgia Anthropology

Curriculum Project. Emphasis of the unit was given to learning the methodology of the anthropologist and the development of the concepts of cultural universals, cultural variation, and enculturation. Anthropology achievement was measured by the grade one test prepared by the anthropology project. The following conclusions were reached: 1) both normal and disadvantaged kindergarten children can learn anthropology organized around selected key concepts; 2) socio-economic status as measured by Hollingstead Index had no significant effect on anthropology achievement; 3) the sex of the child had no significant effect on the ability of the child to learn anthropology; 4) Caucasians achieved significantly better than Negroes; and, the Stanford-Binet intelligence score was significantly related to anthropology gain, whereas, chronological age was not significantly related. (Author)

ED 055 925 SO 000 565

Potterfield, James Edward

An Analysis of Elementary School Children's Ability to Learn Anthropological Content at Grades Four, Five, and Six.

Pub Date 66

Note—148p.; Ed.D. Dissertation, University of Georgia, Athens

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order number 66-13,616, Microfilm, $3.00; Xerography, $7.00)

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, *Academic Ability, *Academic Achievement, Age Differences, *Anthropology, *Concept Formation, *Curriculum Research, Doctoral Theses, Elementary Grades, Experimental Curriculum, Intermediate Grades, Sex Differences, Social Studies Units, Teacher Qualifications, Vocabulary Development

Identifiers—*Anthropology Curriculum Project

The problem of this study was to determine if there was any difference in fourth, fifth, and sixth grade children's ability to learn the materials in an anthropology unit, "Concept of Culture," designed for the fourth grade and developed by the Anthropology Curriculum Project. Major emphasis of the unit was given to an understanding of three areas: culture variation, enculturation, and culture dynamics. Three classes from the fourth grade, fifth grade, and sixth grade were selected. At each grade level two of the classes were designated as experimental groups and one as a control group. The control classes were not taught the anthropology materials. Pupil gains in vocabulary, concept learnings, and abstract reasoning were measured using the tests prepared by the anthropology project. In addition, each child was given the STEP social studies battery as a pre- and post-test. The least squares analysis of covariance was used to analyze the resulting data. Several conclusions were warranted: 1) based on the fact that grade was not significant, it would seem that there is no significant difference in the ability of fourth, fifth, or sixth grade children to learn the anthropological materials; 2) specialized training on the part of the teacher made little difference in the successful teaching of the unit; and, 3) the gains for the raw mean scores, combined with significant gains on the over-all test, indicate that children can learn the vocabulary, concepts, and do the abstract reasoning required. (Author)

ED 055 926 SO 000 566

Hunkins, Ralph Hanel

Education for International Understanding: A Critical Appraisal of the Literature.

Indiana Univ., Bloomington.

Pub Date 68

Note—312p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order number 68-17,271; Microfilm, $4.00; Xerography, $14.20)

Document Not Available from EDRS.

Descriptors—*Cross Cultural Studies, *Curriculum Development, Doctoral Theses, Educational Objectives, Educational Practice, *Human Relations, *International Education, Literature Reviews, Research Reviews (Publications), *Social Studies

Identifiers—*Peace

The focus of attention in this study is on literature advocating education for international understanding, particularly those works available throughout the United States since 1946. The purpose of the study is to subject the literature to analysis with the intent of: 1) identifying major, alternative positions; 2) appraising these positions by using a certain conception of an adequate means-ends argument; and, 3) offering tentative suggestions for lines along which a reconstructed view might be worked out. An argument paradigm is developed to serve as a guide in laying out the various positions on education for international understanding, which are: 1) attitudes of friendliness toward other peoples; 2) knowledge of other cultures; and 3) strategical wisdom. It is concluded that a reconstructed position is needed so that the educational activities (means) prescribed are more directly related to the goal of peace. A revised position is tentatively suggested that would subsume, but not limit itself to, the educational activities advocated by adherents to the other positions. The new view would emphasize understanding the processes by which human associations evolve into human communities with common interests. (Author/DJB)

ED 055 927 SO 000 567

Greene, William Washington, Jr.

The Teaching of Anthropology in the First and Fourth Grades: A Comparison of the Trained and Non-Trained Teachers as Measured by Pupil Test Performance.

Georgia Univ., Athens.

Pub Date 66

Note—180p.; Ed.D. Dissertation, University of Georgia, Athens

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order number 67-3549; Microfilm, $3.00; Xerography, $8.20)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, Age Differences, *Anthropology, *Curriculum Evaluation, *Curriculum Research, Doctoral Theses, Elementary Grades, Experimental Curriculum, Grade 1, Grade 4, Social Studies Units, *Teacher Qualifications

Identifiers—*Anthropology Curriculum Project

This study is the evaluation of the University of Georgia Anthropology Curriculum Project as related to Grades 1 and 4 during the school year 1964-65. The usability of instructional materials prepared by the Project on the Concept of Culture was studied. The STEP Social Studies Test was used in Grade 4; other achievement tests were developed and used in Grades 1 and 4. Hypotheses relating to the level of teacher training in anthropology as well as certain other variables were explored. The sample included 12 first grade and 13 fourth grade experimental classes taught by teachers trained in anthropology and 18 first grade and 16 fourth grade control classes taught by teachers without special training. Statistical analyses were performed without special training. Statistical analyses were performed on pre- and post-test data. The following are some of the conclusions: 1) the subject matter of anthropology, as presented in the unit, can be taught and learned at grade levels 1 and 4; 2) specialized training is not essential to successful teaching of these units, although teacher training did account for some variance on all four forms of the tests used in post-testing; and, 3) in item analysis the gains in percents answering test items correctly in Grade 1 definitely favor the experimental group. (Author/DJB)

ED 055 928 SO 000 568

Kardatzke, Howard Holbrook

Cultural-Institutional and Teacher Influences Upon Social Studies Curriculum and Instruction: An Exploratory Study.

Michigan State Univ., East Lansing.

Pub Date 68

Note—197p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order number 68-17,099; Microfilm, $3.00; Xerography, $9.00)

Document Not Available from EDRS.

Descriptors—Classroom Observation Techniques, Classroom Research, Comparative Education, *Cultural Factors, Doctoral Theses, *Educational Practice, Elementary School Teachers, Ethnic Studies, Geographic Regions, *Institutional Environment, Secondary School Teachers, Social Attitudes, Social Factors, Social Problems, *Social Studies, Teacher Attitudes, Teacher Background, *Teacher Influence, Teaching Styles

Identifiers—*Controversial Issues, Latin America, Rokeach Dogmatism Scale, United States

This study, conducted during the 1966-67 school year, examined the effect of variables derived from the cultural-institutional milieu and the teacher's attitudinal, professional, and academic background upon the existing practices in teaching social studies. 143 teachers in Michigan, Texas, Mexico, and Guatemala participated. Teachers were interviewed, observed, and profiled by various questionnaires, including Milton Rokeach's Dogmatism Scale, and a Teacher Checklist in which teachers were asked to recall, biweekly for 16 weeks, emphasis given in his classroom discussions to indicated ethnic groups and geographical areas. A third instrument asked questions relating to the teaching of controversial issues. The major conclusion of the study is that differences among samples in cultural-institutional and teacher characteristics were relatively unimportant to most aspects of the social studies program measured in the research. Some significant differences did appear in the analyses, however, and these were irrespective of the teachers' locations. For example, high scorers on the Dogmatism Scale or those who had less than 5 years of teaching experience demonstrated a tendency to take a more moderate position in their personal views on controversial issues than low scorers or those with 5 or more years of experience. (Author/DJB)

ED 055 929 SO 001 611

Lippitt, Ronald O.

The Socialization Community.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Pub Date 69

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Action Programs (Community), *Community Action, Community Change, Community Development, *Community Education, Community Involvement, Community Organizations, Community Resources, Conceptual Schemes, Human Relations Programs, Human Resources, Social Change, Social Environment, *Socialization, *Social Planning, Social Relations, Social Services, *Social Systems, Youth

This paper develops a conceptual framework as a guide for research analysis and the designing of experimental interventions aimed at the improvement of the socialization process of the community. Socialization agents are the parents, older and like-age peers, formal education agencies, churches, leisure time child and youth serving agencies, legal enforcement and protection agencies, therapeutic, rehabilitative, and resocialization services, employers and work supervisors, political socializers, and mass media agents. Generally these socialization agents deprive themselves of the dialogues they critically need about ideals, goals, and desired outcomes. The young cope with the complexity of pluralism of inputs in several ways; their biggest problem being the challenge to more effectively influence the structure and functioning of the socialization community so that they can meet their needs and grow and develop. Communication between the segments of the socialization community; team-building with the socialization agencies; development and coordination of collaboration between professional and volunteer resources will facilitate improving the socialization process. Planned change efforts include development of a "temporary" system team; internal data collection; reviews and derivations from external resources; micro experiences for leaders; commitment to a tryout period and supportive follow through. (Author/VLW)

ED 055 930 SO 001 717

Unit Resource Book on Slavery.

Minneapolis Public Schools, Minn.

Pub Date 69

Note—147p.

Available from—Task Force on Ethnic Studies, Minneapolis Public Schools, 107 S.E. 4th Street, Minneapolis, Minnesota 55413

Document Not Available from EDRS.

Descriptors—African American Studies, *American Literature, English Curriculum, Human

Dignity, Humanities, Interdisciplinary Approach, Literature Programs, *Negro History, *Negro Literature, Resource Units, Secondary Grades, *Slavery, *Social Studies

This integrated social studies and English resource unit for secondary students on plantation slavery in the United States contains readings which provide an opportunity for the student to learn in an effective way how enslavement feels. In Part One, Social Studies, historical source materials are offered consisting of essays of slaves and freemen expressing personal opinions; observations and recollections; letters; advertisements; and autobiographies. These materials are intended to expose students in some depth to the enslavement problem and to enable them to evaluate the past and better understand the present. Inhumane treatment of slaves, various interpretations of black exploitation, and revolts stemming from the denial of basic humanity are dealt with. In Part Two, English, a collection of essays, stories, poems, dramas and music, thought provoking material is provided on slavery, the human experience, and the desire for freedom as a basis for student questions on: 1) what it means to be a human being and to have relationships with other human beings; 2) what needs must be met for man to have and to maintain dignity; and, 3) what elements call forth responsive action in an effort to give liberty and justice for all. (SJM)

ED 055 931 SO 001 719

Senn, Peter R. *Binkley, Joanne L.*

Consumer Education: Questions and Resources.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Report No—IS-4; SSEC-Pub-147

Pub Date 71

Note—17p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($.85)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consumer Economics, *Consumer Education, Course Content, *Curriculum Planning, Educational Objectives, Elementary Grades, *Media Selection, Resource Guides, Secondary Grades, Social Attitudes, Socialization, *Social Studies, Social Values, Student Needs

Increasing complexity in the marketplace, and changing interests in consumption have led to an expansion of consumer education. One result of this expansion has been a shift away from the traditional place where the subject has been taught, home economics, into business, distributive education, and social studies. Joseph N. Uhl's Survey and Evaluation of Consumer Education Programs in the United States (ED 038 549), published by the Office of Education in 1970, is the source of this information and the basis for this brief guide. The first part raises 15 questions on consumer education as a part of the social studies that should be considered. Suggested partial answers and approaches for each fall into two categories: 1) Principles: teacher reaction, considerations in content, objectives, student needs, pretesting; and, 2) Selecting Materials: relation to teaching methods and plans; business orientation; sexual discrimination; role-typing; racist attitudes; innovative viewpoints; views on the creation and satisfaction of consumer needs and wants; treatment of income problems; socioeconomic group orientation; treatment of public and private consumption; and, the expressed or implied image of man. The second and last part of the paper describes some of the major sources of information on curriculum planning and consumer guidance: institutions, guides, a bibliography, and periodicals. (Author/SBE)

ED 055 932 SO 001 748

Joyce, Bruce R. *Joyce, Elizabeth H.*

Data Banks for the Social Studies.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 70

Contract—OEC-1-6-061369-0684

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Autoinstructional Programs, Concept Teaching, *Cross Cultural Studies, Cultural Education, Curriculum Development, Data Bases, Elementary Grades, Elementary School Students, Information Seeking, *Information Systems, *Information Utilization, *Inquiry Training, Instructional Media, Problem Solving, Questioning Techniques, Research Projects, *Social Studies, Student Research, Use Studies

Identifiers—Human Relations Area Files

This paper constitutes a report based on a project reported in full in ED 034 322 to develop and test information systems designed for use by elementary school children in studying world cultures and a set of research studies to explore children's thinking about human society and culture. A data bank was built on the category system of the Human Relations Area Files and multi-media developed about the Pueblo and a New England community. Investigations explored the kinds of questions the children asked, their use of information, the parts of the systems they utilized, and the inquiry characteristics of the children which related to use of the system. Extensive investigation was made of the types of help the children needed to make use of the data banks. It was learned that it is possible to support curriculum in the social studies with information systems presenting various world cultures. It also appears possible to develop a self-administering systems which will present to students cultural problems, which will present them concepts and modes of inquiry from the social sciences, and which will induce them to engage in the exploration of those concepts and the application of those modes of inquiry to the study of cultures and cultural problems. A set of priorities for needed research is included. (Author/VLW)

ED 055 933 SO 001 809

Fox, Robert S. *Lippitt, Ronald*

The Human Relations School.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Pub Date Apr 68

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, Community Resources, *Community Schools, Cross Age Teaching, Educational Objectives, Human Relations, *Human Relations Programs, Human Resources, Inquiry Training, Inservice Education, Models, Peer Teaching, School Community Programs, *School Community Relationship, School Organization, *Socialization, *Student School Relationship

Identifiers—*Alternative Schools

As an expansion of ED 026 320, the model for a Human Relations School sketched in this document is an attempt to answer these questions: What would it be like if a school were to see itself as a laboratory for living and learning in which the test that is known about human interaction were utilized? How would it be organized? What would be its priorities? Could human relationships themselves be a focus for inquiry? In what ways would it be different from the schools we now work in? Seven goals identified and developed with illustrative examples of mechanisms or activities which may be instrumental in achieving the objectives: 1) to achieve involvement and collaboration; 2) to develop and maintain continuing inservice education programs; 3) to recruit, develop and utilize a great variety of human resources; 4) to mobilize and utilize creatively resources of technology, time, and space in such ways as to foster human relations values and goals; 5) to develop and maintain an open and supportive system of communication horizontally and vertically; 6) to develop and implement a curriculum in human relations knowledge, values and skills; and, 7) to achieve community-wide involvement in procedures for continuous evaluation and review of the educational program. (Author/VLW)

ED 055 934 SO 001 828

Gamage, James R. *Zerkin, Edmund L., Ed.*

Hallucinogenic Drug Research: Impact on Science and Society.

Student Association for the Study of Hallucinogens.

Pub Date 70

Note—149p.; Proceedings of the First Annual Symposium, Student Association for the Study of Hallucinogens, Beloit, Wisconsin, October, 1969

Available from—STASH Press, 638 Pleasant Street, Beloit, Wisconsin 53511 (Paperback, $2.95 plus postage/handling)

Document Not Available from EDRS.

Descriptors—Alcoholism, *Drug Abuse, Drug Addiction, *Drug Therapy, *Health, Laws, *Lysergic Acid Diethylamide, *Marihuana, Narcotics, Psychological Studies, Scientific Research, Social Factors, Symposia

Identifiers—*Drug Research, Drug Use, Hallucinogenic Drugs, Social Research, Sociological Studies

This book, authored by experienced researchers in the hallucinogenic drug field, is intended to fill the gap created by most previously published work, which tends to be either highly technical or emotional and partisan. The authors range from ardent proponents to skeptics, but they share a commitment to scientific evidence and the clear explication of it. Of the 9 chapters, only one is devoted exclusively to a discussion of the psychological state produced by psychedelic agents. Two chapters relate studies of LSD in the treatment of alcoholism. In another chapter, Dr. Hoffer, an early enthusiast of LSD treatment for many conditions, now is circumspect about its therapeutic efficacy. Adverse reactions to LSD are the sole focus of two authors: Potential Dangers of the Hallucinogens, by Samuel Irwin, Ph.D., and The Hallucinogens and Embryonic Malformations, by Robert Auerbach, Ph.D.; the chapters on therapeutic applications also tabulate untoward effects. Dr. Fort's contribution covers the social aspects and implications of psychedelic drug research. More hopeful considerations of the role of psychedelic drugs for society are voiced in Dr. Freedman's summary of prospects and problems of research with these agents, and in Dr. Krippner's assessment of their prodigious impact on contemporary art and music. (Author/JLB)

ED 055 935 SO 001 832

Denitler, Robert A., Ed. *And Others*

The Urban R's: Race Relations as a Problem in Urban Education.

Center for Urban Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—304p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (Hard Cover, $7.00; Paperback, $2.50)

Document Not Available from EDRS.

Descriptors—Educational Development, Educationally Disadvantaged, *Educational Sociology, Elementary Grades, *Equal Education, Essays, Individual Development, Integration Effects, Integration Methods, Negro Students, *Race Relations, *School Integration, Secondary Grades, Socialization, *Urban Education

The eighteen essays are written by educators, sociologists, and psychologists based upon studies conducted between 1964 and 1966 pertaining to racially caused educational inequalities in Northern Urban cities. The authors express the idea that educational quality can be improved more by desegregation of public schools than by curriculum or other changes. The premise that a lack of contact between the races in public schools results, in the long run, in society being unable to cope with racial problems, is presented. This book of essays is divided into four parts; the main headings and related topics are summarized as follows: Part I "The Urban Context of Education" relates segregation and problems encountered by urban schools and communities that are in racial transition. Part II "The Intergroup Relations of the Urban School Children" focuses upon the correlation between academic learning and social learning as affected by race relations. Part III "Programming Education for Urban Minorities" presents ways in which certain educational programs can advantageously affect the public schools. Part IV "Negro Children and Youth in Northern Big Cities" emphasizes various individual needs of urban children. Ideas are provided on how urban schools can nurture individual growth of negroes. (SJM)

ED 055 936 SO 001 834

Price, R. F.

Education in Communist China. World Education Series.

Pub Date 70

Note—325p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (Clothbound, $10.00)
Document Not Available from EDRS.
Descriptors—Adult Education, *Area Studies, Communism, *Comparative Education, *Educational Change, *Educational History, Educational Methods, Educational Philosophy, Educational Policy, *Educational Practice, Educational Theories, Foundations of Education, General Education, Higher Education, Political Socialization, Social Change, Student Participation, Youth Programs
Identifiers—Communist China, Educational Systems, Mao Ze Dong, *Peoples Republic of China
This book examines the part played both by tradition and by the Cultural Revolution in the educational system of Communist China. The author discusses Mao's thoughts on the nature of man, society and knowledge, his relation to European Marxism and his ideas on education. These are then seen in the context of traditional history, philosophy, and religion. Recent educational aims and policies are discussed, showing how factors such as language, geography, economics and the social structure provide obstacles to reform. All aspects of full and part time education are included in the discussion and there is an evaluation of "moral-political educators" such as the Communist Party, the Red Guard, newspapers and radio. (Author)

ED 055 937 SO 001 837
Watt, Lois B., Comp. *Thomas, Myra H., Comp.*
Environmental-Ecological Education: A Bibliography of Fiction, Nonfiction, and Textbooks for Elementary and Secondary Schools.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Educational Materials Center.
Report No—REFS-5
Pub Date 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Books, *Childrens Books, *Conservation Education, *Ecology, Elementary Grades, *Environmental Education, Fantasy, Fiction, Natural Resources, Natural Sciences, Resource Guides, Secondary Grades, *Social Studies, Supplementary Reading Materials, Textbooks
This bibliography of juvenile literature, textbooks, and professional resources for teachers is based on acquisitions received between January 1st 1969 and May 25 1971 by the Educational Materials Center of the National Center for Educational Communication. The books annotated within have not been evaluated, however, they have been selected on the basis of three criteria: 1) publication during this period; 2) critical reception or favorable review by at least two professional journals; and, 3) ecological content. The nonfiction juvenile titles in the first two sections divide around three themes: 1) the problems endangered species of animals and plants, overpopulation, hunger, pollution; 2) the natural resources available and their utilization as the basis of the solution of the problems; and, 3) surveys of what has been done in recent years to repair the ecological damage. Biographies, animal stories, and conservation and ecology picture books are included in the second section. The next part describes fifteen juvenile fiction books about encounters between animals and people, imagined or fictional, but relevant to everyday happenings; some are fantastic in nature. Science and social studies texts are listed in the fourth section with teacher resources in the fifth. The review sources, and author and title indices are appended. (Author/SBE)

ED 055 938 SO 001 854
Bare, John K.
Psychology: Where to Begin.
American Psychological Association, Washington, D.C.; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—SSEC-IS-3
Pub Date 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Content, *Curriculum Planning, Historical Reviews, Intellectual Disciplines, *Psychology, Resource Guides, Secondary Grades, *Social Studies, Textbook Content, *Textbook Selection
This essay is written for the secondary school teacher who is organizing that first course hoping to suggest some of the answers to the question: where to begin. The author begins by very briefly describing the discipline in terms of its central concerns with some history and some prediction for tomorrow. Against this historical background, traditional texts, published since 1966, are listed that are designed to provide an introduction to the facts, methods, and validated principles. Dissatisfactions coupled with the changing conception of psychology, the growth of humanistic psychology, and student demand for relevance, led to changes in both the texts and the first course. Consequently, several specialized texts, also published since 1966, and the Program on the Teaching of Psychology in the Secondary School (ED 044 597) are referred to for additional aid in course preparation. Innovations in teaching methodology, such as programmed approaches and unit mastery, and trends are summarized. Because the time allotted to psychology may be less than a semester, 10 topics that might have appeal to the student are briefly described: the split brain, sensory psychophysiology, animal behavior, behavior modification, social learning and imitation, love, Piaget, sleep and dreaming, signal detection, and self control. The APA Clearinghouse on Precollege Psychology is cited as a resource, and a bibliography of references is appended. (Author/SBE)

ED 055 939 SO 001 856
Risinger, Fred *Radz, Michael*
Social Studies Projects Tour: An Informal Report.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—RS-5; SSEC-Pub-147
Pub Date 71
Note—30p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($1.20)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Curriculum Research, *Curriculum Study Centers, Directories, Elementary Grades, Interviews, Material Development, Program Descriptions, *Projects, Reference Materials, Research Projects, Secondary Grades, Social Sciences, *Social Studies
The objective of this paper is to bring information about 40 social studies/social science centers and projects up to date as of late spring 1971. This publication differs from the directories and summaries of the projects begun in the late 1960's in that the reports are based on personal interviews between the Social Science Education Consortium Teacher Associates and the project personnel. Interviews were conducted between November 1970 and April 1971. With the exception of four instances they were made on the project site. Emphasis is on the current status of the project, but coverage includes future plans and projected publications. Further, this paper represents a more personal and candid view of the projects, from the perspective of the teacher and department head, and includes informal observations of project directors and their staffs. The related directories and summaries are: 1) Directory of Social Studies Curriculum Projects, ED 041 814; 2) Directory of Research and Curriculum Development Projects in Social Science Education, ED 042 671; 3) Social Studies Education Projects: An ASCD Index, ED 050 003; and, 4) Social Studies Curriculum Materials Data Book, SSEC-Pub-139 or ED 051 059. (Author/SBE)

ED 055 940 SO 001 859
Buchanan, John *And Others*
A Teacher Guide for the Course: "Toward the Year 2000" (A Multi-Disciplinary Approach).
Cherry Creek High School, Englewood, Colo.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 70
Note—178p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—City Problems, Communication Skills, Computer Assisted Instruction, Decision Making Skills, *Environmental Education, Human Geography, Instructional Materials, *Interdisciplinary Approach, *Problem Solving, Secondary Grades, Simulation, *Social Planning, Social Problems, Social Studies Units, Teaching Guides, *Team Teaching, Technological Advancement
Identifiers—*Futurology
This guide was developed jointly by members from the Departments of social studies, mathematics, English, and science. It sets forth the methods, materials and procedures of operation for the interdisciplinary teaching of this course. The overall objectives of the course are: 1) to teach the elements and process of decision-making; 2) to improve the process of communication; 3) to develop an awareness of the interaction between society and technology; and, 4) to develop an awareness of the present level of technology and the directions technology may take in the future. Student centered problem solving groups will deal with relevant real life situations. Small, medium, and large groups will be randomly selected and flexibly scheduled. The units are: Elements of Decision-Making; Communications; Nation Building; International Simulation including computer instruction; The Environmental Crisis; Labor vs. Management; and, Major Urban Problems. (Author/SBE)

ED 055 941 SO 001 863
Brameld, Theodore
The Climactic Decades: Mandate to Education.
Pub Date 70
Note—215p.
Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 ($7.95)
Document Not Available from EDRS.
Descriptors—Activism, Democratic Values, *Educational Change, Educational Objectives, *Educational Philosophy, Educational Problems, *Educational Responsibility, Educational Theories, Human Development, Humanism, *International Education, Nationalism, Personal Values, *Social Change, Social Problems, Social Values, Teacher Strikes
Identifiers—Educational Systems, Values Education
In this book, a prominent spokesman for the reconstructionist theory of education explains why he sees education not only as a transmitter of culture, but also as a potentially powerful initiator of social change. The author brings the insights of many disciplines to bear on student rebellion, teachers' strikes, administrative obsolesence, nationalism versus internationalism, and other issues. His fundamental concern is how education can become an agency of democratic power--power to build a national and international order in which there is abundance, enlightenment, and peace. Some of the polarities with which he deals here are: 1) the necessity of educating both for commitment and objectivity; 2) the need to keep both social and personal values in mind in setting and evaluating outcomes of education; 3) doing educational justice to both the intellectual and emotional requirements of human development; and 4) the need for reorienting American schooling away from its customary stance of pseudo-neutrality toward moral, political, and religious issues, while providing value inquiries with adequate factual and critical bases. While the book is mainly devoted to clarifying goals for a future-centered education of mankind, it also includes a number of creative programmatic suggestions as to the means for their attainment. (Author/JLB)

ED 055 942 SO 001 875
Dupuis, Adrian, Ed.
Nature, Aims, and Policy. Readings in the Philosophy of Education Series.
Illinois Univ., Urbana.
Spons Agency—Illinois Univ., Urbana.; Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—353p.
Available from—University of Illinois Press, Urbana, Illinois 61801 (Clothbound, $9.50; Paperback, $3.45)
Document Not Available from EDRS.
Descriptors—Educational Administration, *Educational Objectives, *Educational Philosophy, *Educational Policy, *Educational Theories, *Foundations of Education, Higher Education, Reading Materials

Identifiers—*Philosophy of Education Project

The contents of this volume, selected from the original Philosophy of Education Project, are reprints of significant articles, excerpts from books, and monographs by some of the most prominent scholars to write on the philosophy of education in the last century. Criteria for selection of articles for this volume were: 1) relevance to the subject of educational aims; 2) understandability to students without backgrounds in philosophy or philosophy of education; and, 3) representation of different points of view. Most of the selections in this volume are concerned with educational goals and objectives, and how the different philosophical views have contributed to the formulation, discussion, and criticism of those aims. Other articles deal with the nature of education, and a few essays deal with educational administration, as educational aims shape and are often shaped by policy decisions. The first of three main sections contains articles covering epistemology, logic-semantics-language, and philosophy of science. Section 2 includes articles from metaphysics and the philosophy of man and society. Section 3, the largest of the three, encompasses value theory, ethics, aesthetics, and religion. A selected list of suggested readings from the Project Report is inserted at the end of each section. (Author/JLB)

ED 055 943 SO 001 877

Discovering India: A Guide to Indian Books for Use in American Schools. First and Second Editions.

Educational Resources Center, New Delhi (India).

Pub Date 70

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Cross Cultural Studies, *Cultural Education, Elementary Grades, *Humanities, *Indians, Secondary Grades, *Social Studies

Identifiers—*India

Over 100 selected books by Indian authors about the culture of India are listed in the first and second editions of this bibliography. The guide is divided into two parts. The first section lists books for elementary and secondary students. Titles are arranged with informative annotations that describe the content of each book. The second section, designed primarily as an aid for teachers, contains suggestions concerning use of these books at the primary, intermediate, junior high, and senior high levels. All books are reasonably priced (many are $1.00 or less) and are available from Inter Culture Associates in Thompson, Connecticut. (SJM)

ED 055 944 SO 001 886

Cicarelli, James

The Extent and Nature of Economic Education in Oregon Public High Schools.

Lewis and Clark Coll., Portland, Oreg.; Oregon Council on Economic Education, Portland.

Pub Date 69

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum, *Curriculum Evaluation, *Economic Education, Public Schools, Secondary Grades, Secondary School Teachers, *State Surveys, *Student Enrollment, *Teacher Qualifications

Identifiers—*Oregon

In the spring of 1969, a survey was conducted on the extent and nature of economic education in Oregon public high schools. The purpose of the survey was to determine the number of public high schools in the State that offer economics as a separate course, the proportion of high school students enrolled in these courses, the competence of high school economics teachers, and the role of economic education in Oregon compared to its status in other states. Approximately 1000 questionnaires were distributed to the social studies teachers of Oregon with a yield of 305 usable questionnaires which form the basis of this study. A capsule summary of the significant results reported here indicates that: 1) of the 211 public high schools, 49 offered a separate course in economics during the 1968-69 school year; 2) in those schools where economics is offered, about 8% of the student body elects to take the course; 3) slightly more than 2% of all students were enrolled in economics; 4) about 12% of the teachers had the equivalent of a major in college economics, and 18% had the equivalent of a minor; and, 5) compared to other states, economic education in Oregon high schools is about ten years behind the national norm. (Author)

ED 055 945 SO 001 891

Baier, Kurt, Ed Rescher, Nicholas, Ed.

Values and the Future: The Impact of Technological Change on American Values.

Pittsburgh Univ., Pa. Dept. of Philosophy.

Spons Agency—Carnegie Corp. of New York, N.Y.; International Business Machines Corp., New York, N.Y.

Pub Date 69

Note—536p.

Available from—The Free Press, 866 Third Avenue, New York, New York 10022 (Clothbound, $14.95)

Document Not Available from EDRS.

Descriptors—Conceptual Schemes, Interaction Process Analysis, Interdisciplinary Approach, *Social Change, *Social Planning, Social Problems, Social Sciences, *Social Values, Technological Advancement, *Technology, *Values

Identifiers—*Futurology

This collection of essays aims to draw attention to important areas of interaction between technology and values, to offer some ideas of where and how control of social problems may be attempted in ways which are compatible with the dominant values of the persons affected, and to map out a framework of categories within which one can describe and analyze the values of a person or group and the changes in these values over time. A study takes as a premise that a science of values is both necessary and possible. The investigation attempts to be interdisciplinary, drawing experts from a variety of fields, however limits of time and resources have resulted in an emphasis on economics, and less attention to such areas as religion, education, and politics. In an introduction, Alvin Toffler provides a background, summary, and evaluation of the investigation, and indicates its importance in laying the groundwork for a profession of the future. The essays are divided into three parts: the first is methodological, and begins with the definitional task; the second explores the interactions between technology and values; the third deals with the mechanisms of control through which values are translated into programs. In addition to the editors, and others, contributors include Kenneth Boulding, Martin Bronfenbrenner, John Kenneth Galbraith, Bertrand de Jouvenel, and David Lewis. (Author/JLB)

ED 055 946 SO 001 932

Howieson, Patricia And Others

Cross-Cultural Adaptation of Programmed Instruction.

Michigan State Univ., East Lansing. Human Learning Research Inst.

Report No—R-23

Pub Date 14 Apr 70

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), *Cross Cultural Training, Curriculum Design, *Curriculum Development, *Diffusion, Intercultural Programs, *Programed Instruction, Programed Materials, Program Evaluation, Program Planning, Teamwork, Translation

There are three comprehensive and inclusive tasks involved in cross-cultural implementation of programmd instruction: 1) the origination of a program; 2) the selection and adaptation of a program for use in a second culture; and, 3) the evaluation of a program in view of the particular target population involved. These three tasks for cooperative and organized teamwork, and the qualifications of the team are enumerated. Specific attention is given to the delineating tasks concerned with the translation, and structure of the program. (Author/VW)

ED 055 947 SO 001 933

Bender, David L., Ed.

Liberals and Conservatives: A Debate on the Welfare State. Opposing Viewpoints Series.

Pub Date 71

Note—85p.

Available from—Greenhaven Press, Box 831, Anoka, Minnesota 55303 (Paperback, $1.95)

Document Not Available from EDRS.

Descriptors—Critical Thinking, Discussion (Teaching Technique), Instructional Materials, Political Attitudes, Political Issues, Political Science, *Public Affairs Education, Secondary Grades, Social Attitudes, *Social Problems, Social Responsibility, *Social Studies Units, Social Systems, Social Values, *Social Welfare, *Welfare, Welfare Problems

Identifiers—*Controversial Issues

The purpose of this collection of 12 readings is to: 1) familiarize students with the general characteristics of groups occupying varying positions along the political spectrum; 2) present the opinions of several representatives of these viewpoints on the welfare state issue; and, 3) enable students to form their own informed and unemotional opinion of the welfare state. An introductory chapter attempts to clarify the labels: radical, liberal, conservative, and reactionary; sets out general characteristics of the far right and far left; offers a rational definition of the welfare state; and presents arguments on both sides of the issue. Readings include those by Juanita Kidd Stout, Hubert Humphrey, Senator Herbert Lehman, and the Chamber of Commerce of the U.S. Questions to stimulate thought and discussion are provided with each reading. Six exercises are interspersed throughout the booklet. Among these are four exercises in critical thinking, namely in differentiating between: fact and opinion, provable and unprovable statements, bias and reason, and cause and effect. Another exercise is designed to encourage the ability to empathize, and a final one asks students to identify the political positions of individuals and organizations in this issue. For further reading, a selected bibliography is appended of periodicals on the left and right. (JLB)

ED 055 948 SO 001 958

Bond, David James

An Analysis of Valuation Strategies in Social Science Education Materials.

California Univ., Berkeley.

Pub Date 71

Note—173p.; Ed.D. dissertation, University of California, Berkeley, California

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Comparative Analysis, Conflict Resolution, *Curriculum Evaluation, Doctoral Theses, Educational Philosophy, *Evaluative Thinking, Inquiry Training, Philosophy, Research Reviews (Publications), *Social Sciences, *Social Studies, Teaching Techniques, *Values

Identifiers—Axiology, Value Analysis, *Values Education

This study was an attempt to determine whether, and to what extent: 1) there is disagreement about the nature and function of values and valuing among educators, and between social science educators and certain axiologists; 2) social science educators endorse valuation theories which are internally inconsistent or antithetical to the purposes of inquiry; and, 3) social studies curricula incorporate valuation theories, models, or strategies which are axiologically unsound. Thematic classification was of value theory performed on the periodical and book literature which reflects and influences the thinking and practices of social science educators. The themes were contrasted to one another and to the views of the axiologists. New social studies curriculum materials were then examined for evidence of valuation theories which are internally inconsistent with the views of the axiologists, or antithetical to the fundamental purposes of inquiry. The findings indicate significant and extensive disagreement between the various groups studied, and a generally unsound axiology within the materials analyzed. It is concluded that education is beset with a plague of misconceptions, contradictions, inconsistencies, ambiguities, and myths about valuing. (Author/DJB)

ED 055 949 SO 001 979

Suleski, Ronald, Ed.

Directory of Asian Studies in Secondary Education.

National Committee on United States-China Relations, New York, N.Y.

Pub Date 71

Note—84p.

Available from—National Committee on U.S.-China Relations, 777 United Nations Plaza 9B, New York, New York 10017 ($1.95)

Document Not Available from EDRS.

Descriptors—*Area Studies, *Asian History, *Cross Cultural Studies, Directories, *Human Resources, *Non Western Civilization, School Surveys, Secondary Grades

Identifiers—*Asian Studies

This listing of schools that offer curriculum units dealing with Asia was compiled for the purpose of advancing the teaching of Asian Studies in schools throughout the United States, particularly at the secondary level. A total of 691 entries are included, the majority of which are from public or private junior or senior high schools within the United States. Each entry includes the name and address of the school, usually the name(s) of teachers who present the units on Asia, plus some information about the number of weeks spent studying Asia, the grade level at which the courses are presented, and the areas of Asia covered. In many cases, teachers' brief comments about programs in their school, and future course plans have been added. An article by Seymour Fersh, Asian Studies, from Neglect to Realization, sets the spirit in which this directory should be received--that the challenge of teaching American students about Asia is not merely to collect the facts of Asian history, but to create in the students an empathy for their fellow human beings in Asia, and an appreciation of how Asian peoples view the world. In the compilation of this directory, brief questionnaires were sent to approximately 3000 schools in the United States. Because of limits on time and resources, it was not possible to compile a complete listing of all schools where Asia is part of the curriculum. (Author/JLB)

ED 055 950 SO 001 992

Wayland, Sloan R.

The Development of a Population Education Program in Thailand.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date Oct 71

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, *Curriculum Planning, *Family Planning, Overpopulation, Population Growth, Programs

Identifiers—*Population Education, Thailand

Although prepared for the occasion of a national seminar in Thailand, the substance of this paper applied in a wide context of countries now making plans to develop school programs in population education. After an introduction to the need for introducing population education in the school curriculum and the way this need is perceived by family planning leaders and educators, the discussion is largely focused on two questions: 1) potential content and scope of population education; and, 2) strategies in developing a program. Content and scope are delineated by a few general statements, but the author suggests that each country will need to develop its own specification within the general dimension. Several steps in the development of strategies are listed and discussed: 1) determination of the scope and general objectives of the population education program (for Thailand); 2) establishment of an organizational unit or units responsible for providing leadership for the development of population education; 3) assessment of the personnel requirements; 4) development of a general plan of procedure; 5) development of arrangements for keeping informed about population education activities in other countries; and, 6) determination of financial resources needed and identification of sources of such support. (Author/JLB)

ED 055 951 SO 001 993

Wayland, Sloan R.

Population Education as it Exists Today: A Global Perspective.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date May 71

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Design, Curriculum Development, Curriculum Planning, Demography, Developed Nations, Developing Nations, Ecological Factors, Environmental Education, Family Planning, *International Programs, *National Programs, *Overpopulation, *Population Growth, Research Needs, Sex Education

Identifiers—*Population Education

The author traces the emergence of national and international efforts toward population education, and suggests that the growing acceptance of its need and the problems revealed in the early efforts have set the stage for a more fundamental and critical appraisal of population education. As a means of identifying issues and problems which will face American educators in the expansion of population education activities in this country, the following five elements involved in any curriculum innovation are discussed as they relate to population education: 1) the nature of the learner; 2) the distinctive features of the body of knowledge relevant for the curriculum; 3) the specific outcomes desired from the innovation; 4) the qualities of the instructional staff; and, 5) the constraints posed by the social characteristics of the school system and its program. Each of these is considered briefly in order to suggest an approach which needs to be employed more exhaustively. Several themes appear throughout the presentation: 1) the need to develop an approach specific to population education rather than a piecemeal adaptation of older patterns; 2) the need for research on background factors as a base for curriculum development; and, 3) the simultaneous development of population education in many parts of the world, with the evident need for means for sharing experiences. (Author/JLB)

ED 055 952 SO 001 997

Petrovich, Michael B.

A History of Modern Serbia, 1804-1918. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Contract—OEC-0-70-3986-823

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Studies, Cross Cultural Studies, *European History, *Modern History, Research Projects, *Social Studies, Western Civilization

Identifiers—Historiography, *Serbia, Yugoslavia

This project report describes the historical research completed for the writing of one of the few single-volume books dealing with modern Serbian history that gives a complete and detailed analytical survey of the past history and its influence on present day Yugoslavia. The two-fold theme of modern Serbian history is: 1) the impact of modernization and external influence upon the political, social, economic and cultural development; and, 2) re-establishment of this nation as a participating member of the European Community. The author bases his research on selected works written in English, Serbian, and other languages. Aware of the need to screen out misconceptions and national and Marxist bias found in existing works, he strives for an objective point of view. The findings include a brief summary of this history with the table of contents of the forthcoming book appended. (SJM)

ED 055 953 SO 002 017

Sheinkopf, Kenneth G.

Family Communication Environment and Citizenship Norm Acquisition.

Wisconsin Univ., Madison. School of Journalism and Mass Communication.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 71

Note—24p.; Paper presented at a Meeting, Association for Education in Journalism, Columbia, South Carolina, August, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Citizenship, *Communication (Thought Transfer), *Democratic Values, Family (Sociological Unit), Family Environment, *Family Influence, Family Relationship, Parent Student Relationship, Political Attitudes, *Political Socialization, Secondary School Students, Social Attitudes, Social Relations

This paper summarizes a study on how interpersonal communication patterns within the family affect the political socialization of the child specifically, the acquisition of norms for adult citizenship roles. The data was collected in a 1968 survey of 1300 families in five eastern Wisconsin cities. One child from each family completed two self-administered questionnaires, and one parent was interviewed afterward. A wide range of political and socioeconomic groupings were provided for, and the sample was about equally divided between junior high and senior high adolescents. The analysis tests the hypothesis that a family communication environment combining a weak socio-relations orientation with a strong concept-orientation, pluralistic home, will stimulate a greater degree of anticipatory socialization than other types of environment. The other types are: 1) protective families which stress socio-relations or restrictions at the expense of concept-relations; and, 2) consensual families where the child is constrained to develop concepts that are consonant with existing socio-relations. The results show that pluralistic students expect that social norms will involve a greater level of political participation. Students from homes where concept orientation is emphasized tend to think that these obligations will be expected of them; socio-orientation tends to be unrelated to the level of norm learning. Concept and socio-orientation were positively related to the learning intensity measures. (Author/SBE)

ED 055 954 SO 002 032

Garcia, Sandra J. And Others

Research in the Black Community: A Need for Self-Determination.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2865

Pub Date Oct 69

Note—8p.; Revised version of a paper presented at the Annual Conference, Western Psychological Association, Vancouver, British Columbia, June 21, 1969

Available from—Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Boulevard, Inglewood, California 90304

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Black Community, Black Power, *Educational Research, Middle Class Values, *Negro Attitudes, Negro Culture, *Racism, *Researchers, Research Projects, Research Utilization, Scientific Research, Speeches

Paralleling the growing use of the black community as a sociological laboratory, a movement for self-determination by blacks has been gaining momentum. Self determination is here defined as the power of black people to decide what should be researched in their community, why, and by whom, and the desire for it has grown because researchers generally: 1) use a common (middle class) frame of reference; 2) lack knowledge and consideration of the historical parameters that affect those researched; and, 3) fail to use obtained data for the betterment of the subjects. Much research is conducted in the black community that has no other function than to promote the social and economic interests of the researcher. The tradition of scientific racism, which began during the time of slavery to justify the status and treatment of blacks, is still being used to support erroneous assumptions about black people. The exploitation of blacks by white researchers can be diminished in several ways: 1) include blacks in the formulation and execution of research projects; 2) make the practical application of research results an integral part of research design; 3) compel researchers to inform the population of research results in understandable terms; and, 4) require white researchers to acquaint themselves with the black culture before attempting to conduct research. (JLB)

ED 055 955 SO 002 040

Fenske, Robert H. Carmody, James F.

Correlates of Student Interest in Social Issues.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-46

Pub Date 71

Note—11p.

Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)

Document Not Available from EDRS.

Descriptors—College Environment, *College Students, Higher Education, *National Surveys, Research Projects, *Social Attitudes, *Social Problems, Student Attitudes, *Student Interests, Student Participation

Identifiers—*Social Research, Sociological Studies

This study assessed the degree of intellectual interest or involvement which a national sample of 5,623 seniors in 65 colleges and universities has in eight contemporary social issues. Also ex-

amined were the relationships of some commonly studied educational variables to this interest. Questionnaire items pertained to the students' evaluation of the college experience; postgraduate plans; and sources as well as degree of satisfaction with their colleges' social, academic, and intellectual climates. Stepwise multiple regression and discriminant function analyses were used to determine relationships. The frequency and percentage distributions of the responses are also presented and analyzed. The dependent variable was a composite index of four intellectual activities: discussed, read article, attended lecture, and read book. A wide range of interest was shown among the issues: the minority group issue accounted for more activities than any other by far; student protest, population explosion, and urban problems were the next three most popular; pollution, effects of thermonuclear war, and developing countries followed in order; and all were far ahead of farm problems in extent of indicated interest. Ten personal and background variables were examined singly and in aggregate and showed surprisingly weak relationships with the dependent variable. (Author/JLB)

ED 055 956 SO 002 059
Programs for Improving Elementary and Secondary School Education in the Social Sciences.
National Science Foundation, Washington, D.C.
Pub Date 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College School Cooperation, *Curriculum Development, Diffusion, *Directories, Educational Innovation, Elementary Grades, *Foundation Programs, *Inservice Programs, Institutes (Training Programs), Instructional Programs, Projects, Secondary Grades, *Social Sciences
Identifiers—*Curriculum Implementation
This document is a directory of projects supported by the Division of Pre-College Education in Science, National Science Foundation, fiscal year 1971. Programs are listed in four categories: 1) Curriculum Activities: curriculum development projects; 2) Implementation Activities: Resource Personnel Workshops to implement curriculum projects; 3) Instructional Personnel Development: year-long and summer inservice institutes and conferences; and, 4) Student Development: high school student social science training programs. Directories of institutes to be offered in fiscal year 1972 may be requested from the Foundation, Washington, D.C. 20550. ED 045 489 is the 1970 edition. (DJB)

ED 055 957 SO 002 060
Programs for Improving Education in the Environmental Sciences.
National Science Foundation, Washington, D.C.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Directories, Elementary Grades, *Environmental Education, *Environmental Research, Graduate Study, Higher Education, *Inservice Teacher Education, Institutes (Training Programs), *Projects, Science Curriculum, Sciences, Secondary Grades, Social Sciences, Social Studies, Student Research, Teacher Education, Teacher Educator Education, Undergraduate Study
Identifiers—*Environmental Sciences, National Science Foundation
This is a list of curriculum projects supported by the National Science Foundation (NSF) which include materials with environmental implications even though the titles may not necessarily indicate that this is the case. Other NSF programs listed are: The Summer Institutes in Environmental Sciences for Secondary School Teachers; Summer Conferences and In-Service Institutes in Environmental Sciences; Secondary School Student Science Training Program; Undergraduate Curriculum Activities; Undergraduate Instructional Personnel Development Program; and, projects funded for student originated and directed research in environmental problems. (VLW)

ED 055 958 SO 002 063
Lippitt, Ronald
The Conservation and Protection: The Development and Utilization of Human Resources.
Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.
Pub Date Jun 71
Note—15p.; Paper presented at the Annual Round-Up, Social Science Education Consortium, Denver, Colorado, June 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Action, Community Development, *Community Education, Community Involvement, Community Problems, Conflict Resolution, Continuous Learning, Human Capital, Human Relations, *Human Resources, *Problem Solving, Self Actualization, Social Change, Social Environment, Socialization, *Social Planning, Social Relations, Social Systems, Values
The three dimensions of the quality of the environment for human resource development are discussed as issues of opportunity versus deprivation, issues of growth inducing versus growth destroying interventions, and issues of utilization versus non-utilization of human resources. Both pathology and potential are illustrated by descriptions of our current management and development of human resources: voluntarism; socialization of the young; problems of personal identity and interpersonal support; the crisis of interdependence versus "own thingness" in problem-solving; and, the "common cause" issue of the quality of environment. Several strategies to identify common cause issues as focie for the mobilization of involvement, commitment, and action on the major confrontations are to: 1) give top priority to promoting value inquiry training, exploration of self, and value confrontation experiences; 2) find effective designs for community participation in problem solving and goal exploring dialogues; 3) develop tools and designs for action-research diagnosis of community needs, problems, and potentialities; 4) experiment with new ways of sharing power; 5) find ways of supporting serious experimentation with new and different styles of life; and, 6) develop the Human Resources Bank as a community facility to provide consultation and training for team building and group problem-solving. (Author/VLW)

ED 055 959 SO 002 065
Selected Bibliography of Yugoslav Educational Materials, Volume 7, Number 1.
Yugoslav Inst. for Educational Research, Belgrade.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—TT-71-56005-01
Pub Date 71
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Annotated Bibliographies, *Comparative Education, Educational Administration, Educational Development, Educational Finance, Educational History, Educational Legislation, Educational Practice, Educational Problems, Educational Research, Educational Resources, Elementary Education, *Foreign Countries, Higher Education, Secondary Education, Teacher Education
Identifiers—*Yugoslavia
English translations of annotations of 97 Serbo-Croatian documents are presented in this issue. Annotations are grouped under the following topics: history of education, educational research, development of education, school reform, teacher training and teaching staff, schools and institutions, curricula and syllabi, audio-visual aids, motivation, problems in education, management and financing, and legislation. Other issues in ERIC are: ED 043 961, ED 049 995, and ED 051 710. (DJB)

SP

ED 055 960 24 SP 004 978
Cooper, James M. And Others
Microteaching: Selected Papers.
Association of Teacher Educators, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—ATE-RB-9
Bureau No—BR-8-0490
Pub Date Sep 71
Contract—OEC-0-8-080490-3706(010)
Note—63p.
Available from—Publications-Sales Section, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 868-24464; $1.50, quantity discounts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Inservice Teacher Education, *Microteaching, *Preservice Education, Program Descriptions, *Teacher Education, Teacher Interns, *Teaching Skills
This is the second of a series of three bulletins dealing with "Supervisory Strategies in Clinical Experiences." The first of the two papers, "Microteaching: History and Present Status," by James M. Cooper and Dwight W. Allen, begins with a definition of microteaching as a teaching situation which is scaled down in terms of time and numbers of students, but which is not synonymous with simulated teaching, as the teacher, students, and lesson are all "real." The history of microteaching from its development in 1963 is outlined, followed by an explanation of the rationale, the uses of microteaching in preservice and inservice training in the Peace Corps, counseling, supervisor training, and the training of college teachers. Research evidence on the effectiveness of microteaching is examined and the teaching skills involved are listed. There is a bibliography of 58 items. The second paper, "Microteaching in Teacher Education Programs," by Robert F. Schuck, considers three programs: 1) the original Stanford Teacher Education Project, which developed nine specific technical skills in secondary education; 2) the Brigham Young University Program, which forms part of the preservice curriculum; and 3) the San Jose State College Study of that institution's program for elementary intern teachers. A brief concluding section suggests that microteaching holds promise as a research strategy for investigators interested in patterns of instruction. (MBM)

ED 055 961 24 SP 004 979
Furst, Norma And Others
Interaction Analysis: Selected Papers.
Association of Teacher Educators, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—ATE-RB-10
Bureau No—BR-8-0490
Pub Date Nov 71
Contract—OEC-0-8-080490-3706(010)
Note—58p.
Available from—Publication-Sales Section, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 868-24466; $1.50; quantity discounts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, *Educational Research, *Effective Teaching, *Interaction Process Analysis, Preservice Education, Secondary Education, Supervisory Methods, *Teacher Education, Teacher Evaluation
Identifiers—Flanders Interaction Analysis Technique
This is the third in a series on "Supervisory Strategies in Clinical Experiences." It contains three papers. The first, "Interaction Analysis in Teacher Education: A Review of Studies," by Norma Furst, concentrates on those studies which were designed to teach the Flanders behavior recording technique to preservice educators. These are divided into early studies, attitude studies, the Ohio State University study, and studies in secondary education programs, with an additional section on future research areas. The second paper, "Classroom Observation Systems in Preparing School Personnel," by J. T. Sandefur and Alex A. Bressler, starts by setting out the case for observation systems in evaluating teacher effectiveness and by defining the terms used. Selected classroom observation systems are described, including affective systems, cognitive systems, and multidimensional systems. The third paper, "Supervisory Conferences in Selected Institutions," by Donald J. Johnston, describes four supervisory conference procedures resulting from a study carried out by the author and four consultants. Four supervisory conferences were recorded on videotape at each of four universities (Temple, UCLA, Stanford, and the University of Illinois) and analyzed to identify supervisor behaviors and institutional characteristics. (MBM)

ED 055 962 SP 005 211
Johnson, Gerald F. J. Page, William C.
Helping Traditional Teachers To Plan and Implement Student Centered Classrooms; Selected Classroom Project. Final Report.
Project COD, New Bedford, Mass.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Jun 71
Note—237p.; ESEA Title III; Project COD
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administrator Attitudes, *Classroom Techniques, *Educational Change, Educational Objectives, *Inservice Teacher Education, *Open Education, *Self Directed Classrooms, Student Attitudes, Student Centered Curriculum, Teacher Attitudes, Teacher Role, Teaching Techniques
Identifiers—Project COD
The Selected Classroom Project was planned, implemented, evaluated, and disseminated between October 1970 and June 1971. It narrowed the focus of Project COD to helping teachers in specific classroom develop a practical approach to the transition from traditional to "open" classrooms. The 21 participating teachers in grades 4 through 8 were selected by their principals on the basis of teaching experience, competence, and motivation toward change. The help given the teachers by Project COD staff consisted of small and large group workshops in specific techniques, such as nonverbal communication and goal setting, continuation of individual assistance and counseling, and orientation of parents and administrators. Evaluation of the project was accomplished through pre- and post-observation using a specially developed instrument; analysis of journals kept by teachers; and questionnaires completed by teachers, principals, and students. Results of the observation showed a definite change in teacher and student behavior toward those behaviors identified as being typical of a student-centered classroom. Responses to the questionnaires indicated that the majority of those involved--from 75 percent to 90 percent--favored continuation of this approach. Dissemination of the project was accomplished through newsletters, newspaper articles, and conference speeches. (Appendixes contain copies of the evaluation forms, tables of results, a student goal-setting form, and a sample workshop outline.) (RT)

ED 055 963 SP 005 216
Hanson, John W.
Enhancing the Contribution of Formal Education in Africa: Primary Schools, Secondary Schools and Teacher Training Institutions.
American Council on Education, Washington, D.C.
Pub Date 71
Note—34p.
Available from—Overseas Liaison Committee, American Council on Education, 1 Dupont Circle, Washington, D. C. 20036 (single copies free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Needs, *Foreign Countries, *Primary Education, *Secondary Education, *Teacher Education
Identifiers—Africa
In a survey of the recent past in African education several problems are identified, including the widespread use of Western patterns which are irrelevant to the African situation, undue dependence on the examination system, emphasis on secondary rather than on primary education, the growing difficulty of finding employment for the students when they finish school, and the continuing explosive growth of population. The need for an educational system more in tune with specifically African needs is examined, in particular the question of providing an agrarian bias in primary education. Separate chapters are devoted to primary education, teacher education, and secondary schools. The four major priorities for the next decade are identified as: 1) casting the common examination system in a far humbler role; 2) reforming salary structures inherited from colonial regimes; 3) finding ways in which the profession can help serve the vast number of young Africans who are not in school, especially those who have never attended school or who have dropped out; and 4) deciding what type of person the new African is intended to be and deriving from this the educational ingredients required to produce that type of person. Finally, a list of ten proposals suggests ways in which these objectives may be achieved. Refer to SP 005 335. (MBM)

ED 055 964 24 SP 005 243
James, Richard L., Comp.
Directory of Multicultural Programs in Teacher Education.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date Sep 71
Contract—OEC-0-8-080490-3706(010)
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Programs, *Cultural Education, *Intercultural Programs, *Teacher Education, *Teachers Colleges
This directory of institutions conducting programs of multicultural education is compiled from data collected from 300 institutions prior to July 1, 1971. It does not claim to be comprehensive but provides a useful source of information on who is doing what and where concerning multicultural programs in teacher education. Programs are listed by state, and a contact person is named in each instance so that further information may be obtained. (MBM)

ED 055 965 SP 005 298
Jones, Donald W., Ed.
Human Relations in Teacher Education.
Ball State Univ., Muncie, Ind.
Spons Agency—North Central Association of Colleges and Secondary Schools, Chicago, Ill.
Pub Date Aug 70
Note—113p.; 23rd Annual Report of the North Central Assn. Teacher Education Summer Workshop
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College School Cooperation, Culturally Disadvantaged, *Human Relations, *Interpersonal Relationship, School Community Cooperation, *Student Teaching, *Teacher Education
The summer workshop which provided the material for this document forms one part of a cooperative project in which 18 teacher education institutions took part. There are two major groups of reports. The theme group reports include 1) "Direct Experiences and Program Designed To Better Prepare Prospective Teachers in Terms of Human Relations Skills and Understandings"; 2) "Human Relations in Pre-Student Teaching Experiences"; 3) "Human Relations, A Broad Perspective"; 4) "The Need for Human Relations in the School and with the Community"; 5) Human Relations in the Selection of Students in Teacher Education"; 6) "The Culturally Disadvantaged Students: The Administration, The Teacher"; and 7) "Building Better Relationships Between the College and Public School." The individual studies include: 1) "Interpersonal Relationships in Learning"; 2) "Toward Improving Human Relations in the Supervision of Student Teachers"; 3) "A Program for the Preparation of Teachers in Early Childhood Education"; 4) "The Design and Trial Runs of Instruments for Analyzing Seminars: Affective Domain"; 5) "Building Better Relationships Between the College and Public School"; 6) I Am an Indian"; 7) "Human Relations in the Selection of Students in Teacher Education"; 8) "Human Relations in the Student Teaching Triad"; and 9) "The Responsibility of Teacher Education in Preparing the Candidate Teacher to Cope with Human Relations Problems." Each report has its own bibliography. (MBM)

ED 055 966 SP 005 303
Miles, David T. Robinson, Roger E.
The General Teaching Model.
Southern Illinois Univ., Carbondale. Coll. of Education.
Pub Date Jun 71
Note—49p.; Revised 1970, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Evaluation Methods, Individualized Instruction, Student Evaluation, *Teaching Models, *Teaching Procedures
Identifiers—Open Education
The General Teaching Model is a procedural guide for the design, implementation, evaluation, and improvement of instruction. The Model is considered applicable to all levels of education, all subject matters, and any length of instructional unit. It consists of four components: 1) instructional objectives, 2) pre-assessment, 3) instructional procedures, and 4) evaluation. The selection and specification of instructional objectives is probably the most important step in the Model. Once an instructional objective is selected, according to one of several possible models, it should be specified in behavioral terms which describe what students are to be able to do upon completing a unit of instruction. Pre-assessment is probably most essential when an instructor is beginning a unit of instruction and is unfamiliar with his students' skills, knowledge, and attitudes. In some situations pre-assessment for each unit may be unnecessary. The design of the instructional procedures involves selecting the modes of instruction which appear most efficient, selecting instructional materials, preparing new instructional materials when necessary, and developing a sequential plan. The most important thing in designing evaluative measures is that the instrument measure the identical behavior specified in the objectives. Limitations of this four-phase system for new "open education" programs have recently been recognized. Work is in progress on revisions for open education. (RT)

ED 055 967 SP 005 314
Gould, Samuel B., Ed. And Others
New Dimensions for the Learner; A First Look at the Prospects for Non-Traditional Study.
Commission on Non-Traditional Study, New York, N.Y.
Spons Agency—Carnegie Corp. of New York, N.Y.; College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
Pub Date Sep 71
Note—12p.
Available from—Commission on Non-Traditional Study, 888 Seventh Avenue, New York 10041
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Degree Requirements, *Educational Opportunities, *Experimental Curriculum, *Post Secondary Education, *Special Degree Programs
This is a progress report on the first 6 months activity of the Commission on Non-Traditional Study which was established: 1) to examine all aspects of non-traditional poetsecondary education, including the external degree, now in operation or being planned; 2) to evaluate the desirability and feasibility of such study; 3) to identify the inadequacies in current data necessary for intelligent decision making and to press for correction of such inadequacies; 4) to make recommendations for creating whatever additional machinery seems appropriate to strengthening the guarantees of quality in these forms of education; 5) to explore the possibility of additional experimental models; and 6) to assure easy accessibility to the large body of information that is presently unsystematized. The Commission has found great interest in non-traditional education, although the term is difficult to define accurately, and the subject matter for non-traditional study is still largely unexplored. Some conclusions are that the philosophy of full opportunity in education should be fostered, that changes should be made by an evolutionary process rather than by radical upheaval, and that special attention should be paid to counseling and guidance for the potential student. More data gathering and other research are necessary and special agencies should be created to deal with accreditation and non-traditional curricula. (MBM)

ED 055 968 SP 005 315
Shulman, Lawrence
The Dynamics of the First Class.
McGill Univ., Montreal (Quebec). Center for Learning and Development.
Pub Date Sep 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Communication, *Course Organization, *Student Teacher Relationship, *Teaching Methods, *Teaching Models
After identifying strategies which are used to avoid some of the unique problems of the first class meeting, the author outlines a model which

covers the three general phases of the class: beginnings, work, and endings. In the first phase the physical arrangement of the classroom and the pre-class comments of the students are considered, followed by a discussion of the major tasks of the class, an opening statement by the instructor, introduction of each student, and a brief explanation of the purpose of the class session. The work phases begin with the students identifying problems which they have encountered in the subject area and a presentation of the instructor's frame of reference. The final phase involves a review of the syllabus and bibliography. The instructor should also demonstrate a willingness to receive feedback on the course, negative as well as positive, in order to encourage authentic communications, and he should also credit the students' way of working when this has been honest and productive. Although the author considers that all the elements outlined in this paper need to be considered by an instructor in any subject, he emphasizes that the model is not meant to provide a rigid framework. (MBM)

ED 055 969 SP 005 316
Gogo, George Allan, Ed. And Others
Research and Experimentation: New Educational Programs.
National Association of Lab. Schools, DeKalb, Ill.
Pub Date Sep 71
Note—64p.; NALS Newsletter, vol 13, no 2
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Educational Innovation, *Laboratory Schools, *Organizational Change, *Program Descriptions

This publication identifies and describes the rationale behind new educational innovations in laboratory schools including those belonging to the National Association of Laboratory Schools (NALS). The educational innovations listed are categorized according to 1) type of innovation (name and description of program); 2) subject areas involved, grades, number of students, number of teachers, hours per week, year started, and year discontinued; 3) evaluation of the program and instrument used; 4) status report indicating whether or not the program is still functioning and what refinement has been done or is being contemplated; and 5) name of contact for further information. There are two sections: 1) organizational innovations, and 2) curriculum innovations. An annotated bibliography with 43 citations lists books and articles dealing with the theories and practices of educational change. (MBM)

ED 055 970 SP 005 317
Ciampa, Bartholomew J.
VTR...Education's Benevolent Humility Device.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Feedback, *Microteaching, Peer Teaching, *Preservice Education, *Secondary School Teachers, Self Evaluation, *Video Tape Recordings

The use of television videotape equipment is an effective shortcut in replacing the inexperienced undergraduate concept of teaching is a 'gut' experience with a realistic concept of teaching; it nurtures humility without subjecting the student to humiliation. In the Nasson College secondary teacher education program, microteaching with videotape feedback is used in the Secondary School Teaching Methods Course immediately prior to student teaching. The student being videotaped is required to submit a formal lesson plan which is distributed to observing students along with an evaluation form when the tapes are replayed. Immediately after the videotapes are replayed, the observing students return the completed evaluation forms directly to the student who presented the lesson. (A copy of the evaluation form used by observers is included.) (RT)

ED 055 971 SP 005 326
Andrews, Theodore E.
A New Style of Certification.
New York State Education Dept., Albany. Div. of Teacher Education and Certification.
Pub Date Mar 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Individualized Instruction, Interinstitutional Cooperation, Management Information Systems, *Performance Criteria, *State Standards, *Teacher Certification, Teacher Education

The state education department is proposing a set of process standards to be followed in developing trial projects in teacher education which will lead to competency-based certification. Standard I specifies that representatives of public schools, higher education institutions, teachers, and teacher education students must be included in planning, development, and evaluation. Interested representatives of other agencies may be included such as lay citizens. Standard II states that the cooperating agencies must address the following questions: 1) What are the stated objectives and priorities of the schools involved? 2) What competencies should a teacher have to serve in those schools? Standard III provides that the cooperating agencies must specify the evidence that they will accept and the manner in which they will ascertain that the prospective teacher has reached an acceptable level of competence. It also requires that the program provide individualized opportunities for the candidate to gain and demonstrate the competencies necessary for certification. Standard IV requires that a management system be established to provide data on student progress and the interrelationships of program components, to determine accountability for each aspect of the program, and to serve as a basis for program evaluation. (RT)

ED 055 972 SP 005 327
Massanari, Karl
Performance-Based Teacher Education; What's It All About?
American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date Apr 71
Note—9p.; Paper appeared in AACTE April 1971 Bulletin
Available from—American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Definitions, *Performance Criteria, Preservice Education, *Teacher Education

The concept "performance-based teacher education" connotes a program designed specifically to provide the prospective teacher with learning experiences that will prepare him to assume a specified teaching role. Successful completion of the program is accomplished only when the teacher candidate provides evidence that he possesses specified requisite knowledge and can carry out in practice specified teaching functions. Most of the programs studied thus far are designed so that the professional studies component is the part that is performance-based. This component is a collection of units including behavioral objectives, independent study, and periodic assessment and feedback. Some programs, however, focus on the performance of pupils. In this case, the objectives for pupil learning must be translated into appropriate teaching competencies before a teacher preparation program can be designed. Some of the promising practices currently receiving new or renewed emphasis on performance-based programs are sharper focus on objectives, attention to individual differences, integration of theory and practice, and change in the role of the teacher. Although there are numerous problems in the design and evaluation of performance-based programs, it is hoped that this new approach will provide one means of bringing about needed reforms in public education. (RT)

ED 055 973 SP 005 329
Schalock, H. Del
Alternative Strategies and Foci for Teacher Education.
Pub Date 70
Note—16p.; Field Test Copy
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Criteria, Evaluation Methods, *Performance Criteria, *Teacher Certification, *Teacher Education, Teacher Evaluation, Teaching Skills

The growing dissatisfaction with present approaches to teacher education, the availability of increasingly analytic tools in teacher education, and the demand for greater accountability in education generally have given rise to the concept of performance-based criteria for teacher certification. Central to the question of performance-based certification is the issue of whether performance beyond the knowledge level should be defined in terms of teaching behavior, or some combination thereof. Issues that arise in relation to either of these criteria include means of determining desired outcomes, methods of demonstrating and measuring these outcomes, and the relationship between the criteria and the teacher training program. As one moves closer to the ideal of criteria based on the products of teacher behavior, the development of training programs and certification procedures necessarily become more complex. (RT)

ED 055 974 SP 005 330
Howell, John J.
Performance Evaluation in Relation to Teacher Education and Teacher Certification.
Pub Date Apr 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Criteria, *Evaluation Methods, *Performance Criteria, Problems, Teacher Certification, Teacher Education, *Teacher Evaluation, Teacher Role

Any particular teaching performance is limited by time and place and must be regarded as only a small sample of the large collection of activities called teaching. Evaluation is part of teaching, but it may also be a separate activity carried on by a third party. Evaluation methods differ according to the purpose, whether for guidance of preservice teachers, improvement of training programs, or certification. For both teacher education and teacher certification a major problem is that of defining all the kinds of jobs that teachers are expected to fill and adequately describing the social and institutional settings in which the jobs exist. No matter what the main reason for the evaluation of a particular teaching performance, the evaluator must take some account of what the teacher is trying to accomplish. If teaching performance is to be evaluated in detail, some theory of teaching is needed as a guide to how it should be broken down. Adequate justification for the theory must be available in some form. A particularly difficult problem in evaluating teaching performance is that of gathering sufficient accurate data. If teaching performance is to be judged on the basis of pupil learning, great care must be used to eliminate major sources of error in the assessment of learning. Among the many issues related to the problem of evaluating teacher performance are racial bias in teacher selection, merit rating, accountability, differentiated staffing, and community control of the schools. (RT)

ED 055 975 SP 005 331
Smith, B. Othanel
Certification of Educational Personnel.
Pub Date [71]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agency Role, *Interinstitutional Cooperation, *Performance Criteria, Specialists, State Departments of Education, Taxonomy, *Teacher Certification, *Teacher Participation, Teaching Skills

Discussion of licensing educational personnel has focused on three levels of criteria: 1) academic proficiency, 2) ability to perform skills and behaviors deemed essential to teaching, and 3) ability to produce changes in pupil behavior. The optimum criteria would be a mix of the first and second levels, since there are too many uncontrolled variables in measuring the effect of teaching on student behavior. These criteria should be applied by a teacher evaluation system independent of the training institution. The evaluation system would require a catalog of skills and behaviors to be developed under the supervision of a national commission including representatives of all interested groups. The licensing of specialized personnel should be the responsibility of the teaching profession through a system of extra legal "specialty boards." With financial support from the U.S. Office of Education and state departments of education, these boards would certify reading specialists, curriculum specialists, teacher training specialists, and so on. Initial entry-level certification by the state would be a prerequisite to certification by the board. This new type of certification will require reconstruction of teacher training at both preservice and inservice levels, which in turn will necessitate greater cooperation between the U.S. Office of Education, state departments of education, public schools, and universities. (RT)

ED 055 976 SP 005 332
Rosenshine, Barak
Critique of the Model Teacher Elementary Education Programs.

Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Education, *Evaluation, *Performance Criteria, *Teacher Education, *Teaching Models
Identifiers—*Model Elementary Teacher Education Programs
Four ideas concerning the Model Elementary Teacher Education Programs are developed in this paper: 1) the emphasis upon "performance criteria" in teacher education programs is valuable because behaviors are specified in terms of specific trainee skills; 2) the justification for specific performance criteria is shaky and there is no strong or emerging research base; 3) validation of the performance criteria in terms of the effects of such trainee behaviors upon student growth is recommended and this research should be part of the implementation of the model programs; and 4) additional comments of the models concern the types of performance criteria and the need for training teachers to use new curriculum packages. (MBM)

ED 055 977 SP 005 335
Harbison, Frederick H.
A Human Resource Approach to the Development of African Nations.
Spons Agency—American Council on Education, Washington, D.C. Overseas Liason Committee.
Pub Date [71]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, *Economic Development, *Human Resources, Manpower Development, *Manpower Utilization, Population Growth, Public Education, Rural Areas, Underemployed, Unemployment
Identifiers—*Africa
The growth, prosperity, and viability of the new African nations will depend ultimately on their ability to develop systematically and to utilize effectively their human resources. The major human resource problems are 1) rising unemployment in urban areas, 2) under-employment of the rural masses, 3) shortages of strategic skills, 4) poorly geared educational systems, and 5) excessively high rates of population growth. The required development strategies would include labor-intensive employment generation in urban areas, rural development oriented to small farmers, and emphasis on "non-formal" education. The human resource approach in building such strategies recognizes the importance of increasing the total material wealth or GNP of African nations, but gives higher priority to the goals of full employment, more equitable income distribution, and relevant skill and knowledge development of the labor force. The techniques of human resource assessment range far beyond the traditional type of statistical surveys of high level manpower. They involve continuous enumeration of the labor force, tracing of career patterns of school leavers and university graduates, the study of the labor-absorptive capacity of different industries, and the calculation of cost-effectiveness of investments in human resource development. (RT)

ED 055 978 SP 005 336
Helburn, Suzanne Wiggins
Trends and Issues in Teacher Education in Colorado.
Pub Date Aug 71
Note—10p.; Speech delivered at the Estes Park Teacher Education Conference, August 1, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Innovation, *Inservice Teacher Education, *Preservice Education, *Program Descriptions, *Teacher Education
Identifiers—*Colorado
This paper is divided into two main sections. The first deals with trends in teacher education in college and university preservice programs in Colorado and with school-based inservice programs, and covers curriculum innovations and general program characteristics. Specific programs are cited as illustrations. The second section lists issues and questions about innovations in teacher education, with subsections on preservice curriculum, the optimum use of the education labor force, and change agents and external financing. A chart detailing innovative programs, both university and college centered, and public school based, is included. (MBM)

ED 055 979 SP 005 339
Veldman, Donald J.
Student Evaluation of Teaching.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Report No—RMM-10
Pub Date 70
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, Evaluation Methods, *Feedback, Questionnaires, *Secondary School Students, Secondary School Teachers, Student Attitudes, Student Participation, *Student Teachers, *Teacher Evaluation
Identifiers—SET, Student Evaluation of Teaching
On the basis of previous research with the 38-item Pupil Observation Survey (POSR), used for evaluation of student teachers by their pupils, two central items for each of the five POSR factors were selected and reworded slightly for a new instrument. Named the Student Evaluation of Teaching (SET), the instrument was simulated for old POSR item data and the factor structure was reconfirmed. A FORTRAN routine for scoring the instrument is provided, as well as an example of output from another computer program which generates verbal summary reports from class-grouped data. A copy of the SET instrument is also included. Interpretation of SET profiles is discussed briefly. It is suggested that feedback of SET results is most effective in a context where both the student teacher and her supervisor study the profile of scores and discuss its implications. (Author/RT)

ED 055 980 SP 005 340
Veldman, Donald J. Peck, Robert F.
The Pupil Observation Survey; Teacher Characteristics from the Students' Viewpoint.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Report No—RMM-2
Pub Date Oct 67
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, Evaluation Techniques, *Secondary School Teachers, *Student Reaction, *Student Teacher Relationship, Student Teachers, *Teacher Evaluation
This monograph summarizes the development of the Pupil Observation Survey Report (POSR), an instrument designed to be completed by pupils in junior and senior high school classes in order to describe their teachers. The instrument consists of 38 statements followed by four choice agreement scales. Data from a single class are reduced to item means and then to scores on six factor dimensions isolated by analysis of over 100 student teachers studied in the Mental Health in Teacher Education project at the University of Texas. The monograph reviews the various published research studies on the development and applications of the instrument and includes a FORTRAN computer program for scoring the raw protocols. An example of an IBM 1230 optical-scanned answer sheet for the instrument is also included. Comparisons of factor structures obtained from analysis of data describing large samples of male and female teachers are reported, as well as an extensive series of regression analyses concerning various potential influences on pupil evaluation of teachers. This instrument is currently in use in a number of experimental studies being carried out by the R & D Center in Teacher Education. (Author)

ED 055 981 SP 005 341
Emmer, Edmund T. Millett, Gregg B.
An Assessment of Terminal Performance in a Teaching Laboratory: A Pilot Study.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 68
Contract—OEC-6-10-108
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Microteaching, *Preservice Education, *Secondary School Teachers, *Teacher Behavior, *Teacher Education
This study evaluated the effects of a sequence of microteaching tasks on the teaching behavior of secondary education students. Audio tape recorded lessons of two groups of students were compared. One group of 27 taught ten lessons in a teaching laboratory using a sequence of instructional and learning tasks. A control group of 27 taught two lessons only. Instructions for both groups for the taped lesson were the same. Analysis of the final performance lessons indicated that the experimental group was rated significantly higher than the control group on three of four teaching dimensions (determining readiness, motivating, evaluating): there was no difference on the dimension of clarifying objectives. Behaviorally, the experimental group had significantly greater amounts of use of student ideas, questions, directions, student response, and student initiation. The controls used more lecture. The results support continued use and experimentation with microteaching in the undergraduate teacher preparation. Findings should be of interest to teacher educators and researchers in teacher education. (Author)

ED 055 982 SP 005 342
Eaton, Edward J.
Individualizing Instruction.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Pub Date Apr 66
Note—15p.; Paper delivered at the In-Service Workshop for Orleans and Jefferson Parish on Educational Problems in Newly Desegregated Schools, New Orleans, Louisiana, April 30, 1966
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, *Elementary Education, *Individualized Instruction, *Research and Development Centers, *Teacher Education, *Team Teaching
Individualized instruction is defined as a process by which each learner is assisted in developing his own unique path, which may vary not only in rate, but in approach and content as well. There is concern at the present inability to provide such programs. Students must be provided opportunities to receive instruction, each at his own level. To facilitate this, teachers must have an organization which moves emphasis from holding children together for instruction to consciously encouraging the greatest possible span of achievement. The Experimental Teaching Division of the University of Texas R & D Center in Teacher Education examined what happens to teachers and students as they move into new organizations of instruction, seeking to develop an organization in which to train undergraduates in elementary education. Team teaching was selected as the organization to be used in the schools. The team teaching organization is described, and individualized instruction within this organization is outlined. The need is for qualified teachers to implement such procedures; the challenge is to find ways to train such teachers. Efforts in these areas as conducted by the University of Texas R & D Center are described. (Author)

ED 055 983 SP 005 345
Martin, Guy N. Clark, Michal C.
Developing a Modular Teacher Education Program for an R&D Center.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—11p.; Paper presented to the American Educational Research Association, Minneapolis, Minn., March 4, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Program Development, *Program Evaluation, *Research and Development Centers, *Teacher Education
The R&D Center in Teacher Education at the University of Texas is attempting to make significant contributions to teacher education through the development of teacher education modules. In order to make the most of their effort, a shift in focus from project to program is needed. This paper describes the development of a conceptual focus and a systematic process of development and quality control for module development. The system, which includes a means of constant, ongoing evaluation of modules in production; methods for recycling projects that are not developing within acceptable tolerances; and a quality assurance program which assures adequate, controlled testing procedures for

products is explained in detail. In addition, new personnel and new roles for existing personnel, how these roles fit into the development scheme, and what effects these changes will have on individual productivity are discussed. (Author)

ED 055 984 SP 005 346
Jackson, Mary Lynn Fuller, Frances F.
Influence of Social Class on Students' Evaluations of Their teachers. Appendix D.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 66
Contract—OEC-6-10-108
Grant—OEG-3-10-032
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Methods, *Secondary School Students, Secondary School Teachers, *Social Class, *Student Attitudes, Student Participation, *Student Teachers, *Teacher Evaluation
Identifiers—POSR, Pupil Observations Survey Report
The Pupil Observations Survey Report (POSR), a 38-item rating scale, was administered to pupils of 26 female student teachers in secondary schools. Social class origin of the teachers was assessed using the short form of the McGuire-White Index of Social Status. Pupil social class was operationally defined in terms of the social class of the neighborhood from which pupils were drawn. Pupils' POSR responses were factor analyzed using Kaiser's varimax rotation technique and yielded nine orthogonal factors. The factor scores of 128 pupils--seven males and seven female randomly chosen from each of eight classes evenly divided between lower and middle class--were submitted to analysis using a triple classification analysis of variance design. Results showed the female pupils tended to perceive teachers as more confident or poised. Middle class pupils rated teachers as more pleasant and effective than did lower class pupils. Lower class pupils tended to like teachers in personal terms more than did middle class pupils. Lower class pupils tended to perceive all teachers as more authoritarian. Lower class teachers were evaluated as more authoritarian by all pupils but especially by lower class pupils. Pupils seemed to prefer a teacher of a different social class except in evaluation reflecting effective communication. There, teachers of the same social class as pupils were rated higher. [Related document is ED 028 148.] (Author/RT)

ED 055 985 SP 005 347
Curtice, Edith
Everything You Ever Wanted To Know About Art Curriculum... But Were Afraid To Ask.
Pub Date [71]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Activities, *Art Education, *Cognitive Development, Cultural Enrichment, *Curriculum Design, *Perceptual Development
This study considers recent research in human development and behavior, synthesizes commonalities across the research sources, and draws implications for art education in the classroom from kindergarten through grade 12. The research findings in cognitive development of Jean Piaget and Jerome Bruner are examined, together with other sources concerned with perceptual development and the stages through which the growing child progresses. The aspects of creativity, including originality, fluency, and flexibility, are discussed, as well as aesthetic development and children's responses to visual stimuli and their drawing development from making simple marks on paper for the enjoyment of movement to the understanding of asymmetry and perspective. The implications of these stages for the art education curriculum are explored at various grade levels, and recommendations are made for appropriate strategies, with abundant stimuli provided for the beginning grades, effective aesthetic training beginning in the fourth grade, and emphasis on relevant, in-depth studies in the seventh and eighth grades, together with the development of attitudes and values. Finally, a model lesson for finger painting in the second grade is examined to illustrate the use of behavioral objectives in the art curriculum. (MBM)

ED 055 986 SP 005 349
Persell, Caroline Hodges
The Quality of Research on Education; An Empirical Study of Researchers and Their Work. Final Report.
Columbia Univ., New York, N.Y. Bureau of Applied Social Research.
Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0884
Pub Date May 71
Grant—OEG-08-080884-4507(010)
Note—422p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Behavioral Sciences, *Data Analysis, *Educational Research, *Research Methodology
This study measured and explained the quality of recent research on education. A total of 1100 articles and research papers published in 1967-68 were used as a data source and were qualitatively analyzed with respect to their substance and methodology. A stratified random sample of 390 papers was evaluated by 39 judges for contribution to theory, contribution to educational practice, and use to research methods. A 12-page questionnaire was mailed to all the authors to collect data on their background, training, career lines, attitudes, research context, and topic selection. All the data was analyzed using multivariate tubular analysis, and authors trained in schools of education were compared with those trained in the behavioral sciences. Professional socialization was found to be strongly related to research quality, and behavioral scientists did better research than education doctorates. The positive relationship between research socialization and quality was contingent upon certain background characteristics, with female, areligious, and Jewish subjects doing better research than males and those belonging to other religious groups, and young researchers doing better than older ones. Other related factors were institutional setting and being a staff member of a university research center. (Author/MBM)

ED 055 987 SP 005 350
Beaird, James H.
The Idaho Consortium.
Idaho State Dept. of Education, Boise.; Improving State Leadership in Education, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 71
Note—19p.
Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colo. 80203 (single copies free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, *Consortia, *Educational Coordination, *Educational Improvement, Program Descriptions, *Program Development, *Teacher Education, Teacher Improvement
The Idaho Consortium was established by the state board of education to remedy perceived needs involving insufficient certificated teachers, excessive teacher mobility, shortage of teacher candidates, inadequate inservice training, a low level of administrative leadership, and a lack of programs in special education, early childhood education, vocational training, migrant, disadvantaged and Indian education, and pupil personnel services. The Consortium had five major objectives: 1) to increase the number of graduates from teacher education programs; 2) to provide systematic programs of inservice training to improve the quality of teachers and other school personnel; 3) to establish teacher programs in early childhood education with special emphasis on the needs of bicultural and bilingual children; 4) to improve the quality and quantity of personnel engaged in pupil personnel services; and 5) to improve the quality of administrative and supervisory personnel. During its first year the Consortium engaged in planning activities and conducted 29 summer workshops. Other programs were implemented in special education, educational leadership, guidance and counseling, career opportunities, and drug education. Areas still requiring attention are the development of affective means of communication between consortium members, and the definition of the structure of the consortium and its relationship with other divisions in the State Department. (MBM)

ED 055 988 SP 005 351
McKenna, Bernard H. And Others
Teacher Evaluation: An Annotated Bibliography.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Classroom Observation Techniques, Effective Teaching, Measurement Instruments, Teacher Behavior, Teacher Characteristics, Teacher Employment, *Teacher Evaluation, Teacher Placement, Teacher Selection
In his introduction to the 86-item annotated bibliography by Mueller and Poliakoff, McKenna discusses his views on teacher evaluation and his impressions of the documents cited. He observes, in part, that the current concern is with the process of evaluation and that most researchers continue to believe that student achievement is the most reliable measure. (LP)

ED 055 989 SP 005 352
McDowell, Stirling
Accountability of Teacher Performance Through Merit Salaries and Other Devices.
Pub Date 9 Oct 71
Note—11p.; Speech given at the Western Canada Educational Administrators' Conference, Banff, Saskatchewan, Canada, October 9, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, *Evaluation Criteria, *Merit Rating Programs, *Teacher Rating, *Teacher Responsibility
Identifiers—*Canada
The document offers two definitions of accountability, a narrow one in which the teacher's salary must be based entirely upon a measurement of his teaching competence, and a broader one in which salary is related only partly to a measurement of competence. The major points for and against merit ratings are summarized, followed by a description of the requirements for a successful plan, including the prerequisite conditions of acceptance, mutual confidence, participation, and research; a validated and continuous evaluation system; and a basic scale of salaries which adequately reflects the importance of teaching. The wider acceptance of merit rating plans in the United States than in Canada is considered, as well as the probable cost of such a program, which has been estimated at an additional 18 percent of payroll. The philosophical problem raised by merit rating is due to the conflicting views of the school system as a bureaucracy or as a profession. If the teacher is to be rated by someone else, he cannot retain his professional autonomy. The Saskatchewan Teachers' Federation has developed a program of teacher accreditation by subject, based on the belief that in accepting the authority for program modification and student evaluation the teacher is also undertaking the responsibility to defend what he is doing and why he is doing it. (MBM)

ED 055 990 SP 005 353
Tucker, Ellis E.
Accountability in Education: A Bibliography.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Educational Accountability, *Evaluation Criteria, *Teacher Rating, *Teacher Responsibility
This annotated bibliography contains 120 citations of journal articles, most of them published in 1970 and 1971, which deal with various aspects of educational accountability. (MBM)

ED 055 991 24 SP 005 355
Ryans, David G.
Teacher Evaluation Research, Part I: Consideration of Critical Issues, Feasibility of Collaborative Research, and Overall Design. Final Report.
Hawaii Univ., Honolulu. Education Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-8020
Pub Date Jul 71
Grant—OEG-9-9-218020-0061(010)
Note—37p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Pluralism, *Educational Research, *Effective Teaching, *Evaluation Criteria, *Evaluation Methods, Measurement Instruments, Teacher Behavior, *Teacher Evaluation

This report briefly reviews research on teacher effectiveness and presents the conclusions of a 2-day conference held in October 1969 to consider issues related to the assessment of teacher effectiveness and make recommendations to the U.S. Office of Education (USOE) regarding the encouragement of research in this area. The committee concluded that USOE should encourage and support a large-scale systematic approach to research on teacher effectiveness, including the development and testing of measurement instruments which allow for cultural diversity and varying criteria. These instruments would be used in descriptive research to identify teacher and student characteristics and behaviors and longitudinal experimental research which would assess effects, changes, and relationships that may be inferred to result from identifiable teacher education experiences. (The report includes an 89-item bibliography.) (RT)

ED 055 992 24 SP 005 356

Improving Research Capabilities of Large City School Systems. Final Report.

Council of the Great City Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0495

Pub Date Dec 70

Grant—OEG-0-9-203495-4432(010)

Note—67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, *Educational Researchers, Evaluation Techniques, Instructional Systems, Measurement Techniques, *Professional Training, Program Evaluation, *School Personnel, Systems Analysis, *Urban Schools

Between November 1969 and September 1970, four training sessions were held--two for research directors from the 21 school districts comprising the Council of the Great City Schools, and two for members of research and evaluation staffs. The first research directors session dealt with information systems and evaluation of multiple project programs; the second was concerned with systems approaches to the solution of educational problems. The first session for research and evaluation staff was concerned with measurement problems in the affective domain. In the second staff session, a different approach was followed. Under contract, the Teaching Research Division of the Oregon State System of Higher Education offered individualized instruction in four areas: proposal writing, instructional systems, measurement, and evaluation. In addition, there were two meetings of superintendents, assistant superintendents, and board members of the 21 participating school systems. At both gatherings, emphasis was placed on research and evaluation as a means to improve decision making. Participants' comments on the program were highly favorable. (Appendixes contain lists of participants and agendas for each session and samples of participants' reactions.) (RT)

ED 055 993 SP 005 359

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Statistical Datas: Canada, Spain, Iceland, Japan, Norway, Turkey, United States.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 69

Note—134p.

Available from—OECD Publications Center, Suite 1305, 1750 Penna. Ave., N.W., Washington, D.C. 20006 (single copy $3.20)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Statistical Data, *Teacher Education, *Teacher Recruitment, *Teacher Supply and Demand

Identifiers—Canada, Iceland, Japan, Norway, Spain, Turkey, United States

This is one of a series of studies on the training, recruitment, and utilization of teachers in member countries of the Organization for Economic Cooperation and Development. This volume consists of short papers, statistical data, and a note on the teacher training process for the following countries which were not the object of a national case study: Canada, Spain, Iceland, Japan, Norway, Turkey, and the United States. The material on Spain and Turkey is in French with no translation. Related documents are SP 005 358 and SP 005 360 through SP 005 364. (MBM)

ED 055 994 SP 005 360

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Country Case Studies: France, Ireland.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 69

Note—475p.

Available from—OECD Publications Center, Suite 1305, 1750 Penna. Ave., N.W., Washington, D.C. 20006 (single copy $5.00)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Career Opportunities, *Educational Improvement, *Teacher Education, *Teacher Recruitment, *Teacher Supply and Demand

Identifiers—*France, *Ireland

This is one of a series of studies on the training, recruitment, and utilization of teachers in member countries of the Organization for Economic Cooperation and Development. This document deals with France and Ireland. The section on France (447 pages) is in French with no translation. The chapters deal with the evolution of factors affecting the supply and demand for teachers, the problems of the optimum distribution of graduates between the educational sector and other sectors, the training of teachers, recruitment of teachers, career opportunities and functions of teachers, working conditions, and educational improvement. The section on Ireland (43 pages) has chapters on primary teacher training colleges, post-primary school teacher training, and some aspects of teacher recruitment. Related documents are SP 005 358 - SP 005 359 and SP 005 361 through SP 005 364. (MBM)

ED 055 995 SP 005 361

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Country Case Studies: Denmark, Italy, Luxembourg.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 68

Note—455p.

Available from—OECD Publications Center, Suite 1305, 1750 Penna. Avenue, N.W., Washington, D.C. 20006 (single copy $5.00)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Career Opportunities, *Teacher Education, *Teacher Recruitment, *Teacher Salaries, *Teacher Supply and Demand

Identifiers—*Denmark, *Italy, *Luxembourg

This is one of a series of studies on the training, recruitment, and utilization of teachers in member countries of the Organization for Economic Cooperation and Development. This document deals with Denmark, Italy, and Luxembourg. The section on Denmark (217 pages) has chapters on the Danish educational system; the Folkeskole, the Gymnasium, and the demand for and supply of teachers; the existing teacher force; the expected development of the Folkeskole; the supply of Folkeskole teachers; future requirements of Gymnasium teachers; and further education of teachers. The section on Italy (193 pages) is in French with no translation. The chapters deal with the supply and demand for teachers, the organization of teacher training institutions, the present situation concerning qualification and future modifications in teacher training, certain aspects of recruitment, and career opportunities. The section on Luxembourg (37 pages) is also in French with no translation. The chapters deal with the Luxembourg educational system, the training of teachers, the recruitment of teachers, and salaries, working conditions, and opportunities for promotion. Related documents are SP 005 358 through SP 005 360 and SP 005 362 through SP 005 364. (MBM)

ED 055 996 SP 005 362

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Country Case Studies: Austria, Greece, Sweden.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 68

Note—424p.

Available from—OECD Publications Center, Suite 1305, 1750 Penna. Ave., N. W., Washington, D. C. 20006 (single copy $5.00)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Career Opportunities, Educational Legislation, *Teacher Education, *Teacher Promotion, *Teacher Recruitment, *Teacher Salaries, *Teacher Supply and Demand, Teaching Quality

Identifiers—Austria, Greece, Sweden

This one of a series of studies on the training, recruitment, and utilization of teachers in member countries of the Organization for Economic Cooperation and Development. This volume deals with Austria, Greece and Sweden. The section on Austria (134 pages) has chapters on the demand and supply of teachers from 1950 to 1965; teacher legislation and the school reform of 1962; the demand for teachers from 1965 to 1975; teacher training in Austria; teacher shortages and teacher recruitment, salaries, career prospects, working conditions, and social position; future teacher supply; teachers in the framework of all highly skilled personnel; and teacher productivity. The section on Greece (122 pages) is in French with no translation. The chapters deal with factors influencing the supply and demand, the training of teachers, the recruitment of teachers, career opportunities and working conditions and methods of increasing the "-productivity" of the teacher. The section on Sweden (140 pages) has chapters on the demand and supply of teachers, allocation of manpower to the educational sector, teacher training policies, recruitment policies, career possibilities and conditions of work, and improvement of teaching. Related documents are SP 005 358 through SP 005 361 and SP 005 363 and SP 005 364. (MBM)

ED 055 997 SP 005 363

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Country Case Studies: Netherlands, Portugal.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 68

Note—318p.

Available from—OECD Publications Center, Suite 1305, 1750 Penna. Ave., N. W., Washington, D. C. 20006 (single copy $5.00)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Teacher Education, Teacher Promotion, *Teacher Recruitment, *Teacher Salaries, *Teacher Supply and Demand, *Teaching Quality

Identifiers—Netherlands, Portugal

This is one of a series of studies on the training, recruitment, and utilization of teachers in member countries of the Organization for Economic Cooperation and Development. This volume deals with the Netherlands and Portugal. The section on the Netherlands (173 pages) has chapters on the demand and supply of teachers, allocations of highly trained manpower, training and qualifications of teachers, recruitment of teachers, social status of teachers and efficiency of teaching. The section on Portugal (138 pages) is in French with no translation. The chapters deal with forecasts of the demand for teachers and measures which should be adopted, the training of teachers, recruitment, salaries, promotion opportunities, and working conditions. Related documents are SP 005 358 through SP 005 362 and SP 005 364. (MBM)

ED 055 998 SP 005 364

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Country Case Studies: Switzerland, Yugoslavia.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 68

Note—284p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (single copy $5.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Teacher Education, *Teacher Employment, *Teacher Recruitment, *Teacher Salaries, *Teaching Quality

Identifiers—Switzerland, Yugoslavia

This is one of a series of studies on the training, recruitment, and utilization of teachers in

member countries of the Organization for Economic Cooperation and Development. This volume deals with Switzerland and Yugoslavia. The section on Switzerland (37 pages) is in French with no translation. The chapters deal with training of teachers and recruitment problems. The section on Yugoslavia (235 pages) has chapters on the present-day teacher situation and teacher needs in the coming period, ways and means of teacher training, teacher employment and remuneration policy, conditions of work for teachers, and other factors that influence the quality of teachers' work. Related documents are SP 005 358 through SP 005 363. (MBM)

ED 055 999 SP 005 366

Augenstein, Mildred B. Tennis, Melvin H., Jr.

Concentrated Placement of Student Teachers.

Florida Educational Research and Development Council, Gainesville.

Pub Date 71

Note—37p.

Available from—J.B. White, Fla. Educational Research & Development Council, College of Education, Univ. of Fla., Gainesville, Fla. 32601 (single copy $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affiliated Schools, *College School Cooperation, Preservice Education, *Student Teachers, *Student Teaching, *Teacher Placement

Identifiers—*Student Teaching Centers

During the 1968-69 school year the Dade County, Florida, Public Schools conducted an experiment in which student teachers were placed in concentrated numbers among selected schools. The program involved 15 elementary and secondary schools as experimental student-teaching centers into which 212 student teachers were placed from the University of Miami and Florida Atlantic University. The remaining group of approximately 400 student teachers from these two universities were placed according to conventional procedures and served as a comparison group. Data for the study were gathered through two procedures: 1) questionnaires distributed to student teachers in experimental and comparison schools and to supervising teachers and administrators in experimental schools, and 2) on-site interviews based on a structured questionnaire form. Analysis of the questionnaires indicated that student teachers did benefit from concentrated placement; that cooperating personnel in experimental schools generally favored the program, although there were some instances of dissatisfaction, especially in secondary schools; and that the program did not cause any significant increase in inservice activities in the schools involved. Conclusions are that concentrated placement is a feasible and beneficial method, but flexible formats suited to local conditions should be explored. (An appendix contains copies of the questionnaires.) (RT)

ED 056 000 SP 005 369

Sarthory, Joseph A.

Educational Leadership as Organizational Renewal.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, *Change Agents, *Leadership Training, *Models, Organizational Change, *School Administration, School Personnel

A model of educational leadership is described which defines leadership as the capability to introduce and maintain a process of organizational renewal. The model is composed of six elements which are perceived as the phases or stages of planned organizational renewal: 1) assessment of educational needs, 2) assessment of the current state of the organization, 3) translation of needs into new and revised programs, 4) implementation of new and revised programs, 5) management of new and revised programs, and 6) program monitoring and evaluation. The kinds of competencies and skills required to function effectively in each phase of the model have been noted along with resultant implications for leadership development programs. A suggested program for training educational administrators using this model would include a leadership team comprised of three to nine members in each school district and an instructional team composed of professors from an institution or consortium of institutions of higher learning. This team would "instruct" the leadership team in the skills of organizational renewal, but not in the traditional way. Rather, they would take the leadership team members through the phases of organizational renewal in the district so that team members would learn appropriate skills and competencies by using them as needed. (Author/RT)

ED 056 001 SP 005 370

Van Meter, Eddy J.

Alternative Team Approaches To Promote Educational Leadership. Project Kansas 76: Concept Paper.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Inservice Teacher Education, *Leadership Training, *Models, Professional Training, *School Personnel, Team Administration, *Team Training

Two models for determining the composition of educational leadership teams and providing for their training are described. The Educational Team Variable Model has three dimensions: 1) team composition, e.g., principals, teachers, students, or community members; 2) time constraints, e.g., full-time team commitment or nonscheduled sporadic team commitment; 3) scope of impact, e.g., single building impact or district-wide impact. By selecting appropriate variables from each dimension, a team may be composed to suit the unique requirements of each situation. The Team Training Model also has three dimensions: 1) training responsibility, e.g., participating school district personnel, state department of education personnel, or cooperating university personnel; 2) training site, e.g., district level, university level, or outside organization; 3) training timeframe, e.g., on-the-job released time or leave of absence. Several different formats selected from this model are briefly outlined. (RT)

ED 056 002 SP 005 371

Individualization in Schools: The Challenge and the Options.

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—66p.; "Education U.S.A." Special Report

Available from—National School Public Relations Assoc., 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 411-12792; Single copy $4.00; discounts on quantity orders)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Individualized Instruction, *Individualized Programs, *Programed Instruction, *Self Directed Classrooms, *Teaching Methods

The first chapter of this report discusses the concept of individualization and identifies four general types: 1) individually diagnosed and prescribed instruction; 2) self-directed instruction; 3) personalized instruction programs; and 4) independent study programs. The U.S. Office of Education's PREP (Putting Research into Educational Practice) study of 46 schools is discussed in some detail in connection with pupil diagnosis; scheduled and unscheduled time; grading and report cards; student achievement; evaluation; and the reactions of teachers, students, parents; and school board members to individualization. The remainder of the document considers the following eight examples of approaches to individualization, which include all the major systems now available for implementation in schools: 1) Program for Learning in Accordance with Needs (PLAN); 2) Individually Prescribed Instruction (IPI); 3) Individually Guided Education (IGE); 4) Individualized Mathematics System (IMS); 5) Programmed Logic for Automated Teaching Operations (PLATO); 6) the Duluth plan for individualization; 7) Miami Springs "Personalized Learning;" and 8) Hawaii independent study program. Lists of participating schools are included for items 1, 2, and 4. (MBM)

ED 056 003 SP 005 372

Code of Student Rights and Responsibilities.

National Education Association, Washington, D.C.

Pub Date 71

Note—54p.; Developed by the NEA Task Force on Student Involvement

Available from—Publications-Sales Section, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 381-11986; $1.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Discipline, Grievance Procedures, *Laws, *Responsibility, *School Law, *Student Rights, *Student School Relationship

This paper describes standards for procedures and structures that will enable students at the secondary and postsecondary levels to exercise their rights and fulfill their responsibilities in the educational institution. The paper has three main sections: 1) "The Institution's Relation to the Student," which includes the right of access to education, the right to affect organized learning activities, and the right to confidentiality of information; 2) "Student Affairs," which includes the right to freedom of association, the right to participate in institutional government, and the right to freedom of inquiry and expression; and 3) "Law, Discipline, and Grievance," which includes the right to establish standards for discipline and grievance, and the right to just enforcement of standards. Extensive footnotes cite legal backing and court decisions related to the various rights and responsibilities. (MBM)

ED 056 004 SP 005 373

Calliotte, James A.

Initial Attempts at Developing Appropriate Human Relations Experiences for Potential Teachers.

Pub Date Mar 71

Note—10p.; Paper presented at American Personnel & Guidance Assoc. Convention, Atlantic City, N.J. March 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Discussion Groups, *Human Relations Units, *Preservice Education, Role Playing, *Sensitivity Training, *Teacher Education Curriculum, T Groups, Video Tape Recordings

This paper traces the development of a human relations program as part of the teacher education curriculum at the University of Maryland Baltimore County. Four approaches are presented--a basic encounter model, a cognitive model, a programed unit, and a final integrated model that is now being employed in the teacher education program. Each model is described briefly with evaluations, perceived limitations, and research results presented. The integrated model, a 5-week experience-based unit consisting of role playing, interpersonal exercises, videotapes, critical incident films, and discussions, was adopted as the most successful of the four attempts. Research results indicated that participants increased their levels of sensitivity to their own feelings, increased their ability ot express their feelings, and increased their capacity for warm, meaningful relationships. Many students also reported this to be the most meaningful educational experience in which they had ever participated. (Author)

ED 056 005 SP 005 378

Strother, David B. And Others

The Effects of Instruction in Nonverbal Communication on Elementary School Teacher Competency and Student Achievement. Final Report.

Washington State Univ., Pullman.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-1-J-016

Pub Date Oct 71

Contract—OEC-X-71-0025(057)

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Educational Research, *Effective Teaching, *Elementary Education, *Nonverbal Communication, *Student Teacher Relationship

This study determined if instruction in nonverbal communication would improve teacher competency and student achievement in an elementary education setting. Subjects consisted of teachers and fifth grade students randomly assigned to experimental and control groups. Those in the experimental groups were instructed in nonverbal communication. All groups were tested to determine if the instruction in nonverbal communication produced differential effects. None of

the hypotheses advanced were statistically confirmed. Since the hypotheses were firmly grounded in a theoretical perspective, it seemed premature to reject the theoretical base. Consequently, attention was focused on the experimental procedure, and it was determined that there were some areas that could be strengthened. The primary recommendations were that: 1) naive teacher subject be utilized, 2) training sessions in nonverbal communication for teacher and student subjects be extended over a longer period of time, and 3) teacher-student interaction be extended to include several one-hour sessions. (Author)

ED 056 006 SP 005 380
Zodikoff, David
The Use of Comprehensive Models in Classroom Instruction.
State Univ. of New York, Cortland. Coll. at Cortland.
Pub Date 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, *Cognitive Development, *Conceptual Schemes, Economics, Geography, History, Political Science, *Social Sciences, Sociology, *Teaching Models

The instructional models included in this report have been developed as an attempt to combine relevant factual and conceptual knowledge with a pre-planned teacher effort to correlate these cognitive learnings with specific attitude development on the affective level. Each of the four models connects specific concepts, skills, and attitudes (empathy, independent thinking, social responsibility, democratic living, and group cooperation) with one or more social science areas, which include history, geography, sociology, economics, and political science. The model is so designed that a wide variety of content, skills, and attitudes can be integrated into the same basic structure. (MBM)

TE

ED 056 007 TE 002 248
Riehm, Carl Lee
The Effects of Increased Pupil-Teacher Verbal Interaction on Oral Language Development in Disadvantaged First Grade Children.
Pub Date 69
Note—108p.; Ed.D. Dissertation, The University of Florida
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-11,754: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Control Groups, Culturally Disadvantaged, *Disadvantaged Youth, Experimental Groups, *Grade 1, Interaction Process Analysis, *Language Development, *Oral Communication, *Student Teacher Relationship

The problem investigated in this study was: What changes in the culturally disadvantaged pupils' oral language development will result when pupils are provided a program which includes daily verbal interaction with their teacher focused on a variety of pupils' experiences, interests and needs? The subjects of this study were randomly selected from nine first grade classrooms of three elementary schools located in disadvantaged neighborhoods. The study design consisted of an application of additional verbal interaction, in the form of conversation between the experimental pupils and their teachers. Pretest and posttest data were taken from approximately one hour of audio tape recordings of verbal interaction in each of the experimental groups and each of the control groups. The oral language analyzed was obtained in the classroom setting. The analysis of the pretest-posttest data did not indicate a significant change among the subjects investigated. Therefore, providing the subjects of this investigation with a program of supplementary verbal interactional experiences with their teacher in the form of conversation focused on a variety of pupils' interests, did not produce significant gains in oral language development. (Author/CK)

ED 056 008 TE 002 389
Fickett, Joan G.
Aspects of Morphemics, Syntax, and Semology of an Inner-city Dialect (Merican).
Pub Date Sep 70
Note—139p.; Ph.D. Dissertation, State University of New York at Buffalo
Available from—Meadowood Publications, West Rush, New York 14587 ($6.00)
Document Not Available from EDRS.
Descriptors—*Data Analysis, Data Collection, Dialect Studies, Grammar, *Language Research, Linguistics, Morphology (Languages), *Nonstandard Dialects, *Urban Population, *Verbal Communication

Since the early sixties, the need has existed for linguistic description of the language of the inner city. This dissertation was written to meet this need. Data were collected over a period of two years using the field methods of anthropological linguistics as adapted to an urban situation. Analysis in terms of the data yields a description that proceeds from the data to the morphemics and then the syntax of the language. Classification of predicative elements shows an elaboration of verbal categories such as phase and aspect. The analysis of category meanings reveals a tense system whereby grammatical structures peculiar to the language may report on four degrees of "-past" or two degrees of "future in relation to a true morphological "present." The dichotomy of present/non-present (in contrast with the English past/non-past dichotomy) in combination with the tense system indicate that the language of the inner city is not simply a dialect of English but a language in its own right. (Author)

ED 056 009 TE 002 596
Cromack, Robert E.
The Functional Nature of Social Dialects: Social Change and the Teaching of Black English.
Pub Date Apr 71
Note—9p.
Journal Cit—English Record; v21 n4 p74-82 April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Negro Dialects, *Nonstandard Dialects, Social Change, *Social Dialects, Teacher Responsibility, *Teni

The purpose of this essay is to suggest one area of study, the functional nature of social dialects, and certain principles of anthropology as they are applied to social and cultural change, which may prove of some use to the teacher. There are essentially three pragmatic functions of language in communicative interaction: manipulative, expressive, and informative. Recently, ethno-linguists have pointed out that there is structure and pattern in the way a language functions in its matrix culture. The rich variety of language styles recognized by the Black community has been noted by several educators and socio-linguistic researchers. This information can prove invaluable to a teacher in a second dialect program. Perhaps the most important criterion for the teacher who is committed to bringing about social change in the most effective way is an awareness of the centrality of language to the sociocultural context in which he is operating. He has the responsibility to add to his fund of knowledge concerning the functional nature of social dialects and the methods of effective agents of change. (CK)

ED 056 010 TE 002 598
McPhail, Augustine H., Comp.
English Instruction: New Directions. Papers Delivered During Seminar in English Instruction, June 1971.
Mississippi State Dept. of Education, Jackson.; Mississippi State Univ., Jackson. Mississippi Educational Services Center.
Pub Date Jul 71
Note—41p.
Available from—Mrs. Augustine McPhail, English Consultant, P.O. Box 771, State Department of Eudation, Jackson, Mississippi 39205 (free, limited quantity)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Instructional Improvement, Integrated Curriculum, *Secondary School Teachers, *Teacher Seminars, *Teaching Techniques

An enrichment program for the English Teachers of Mississippi was conducted to (1) present an overview of teacher problems in English instruction, grades 7-12; (2) present suggestions for teaching in the classroom; and (3) provide possible solutions to problems in the teaching of English in the desegregated school. The materials in this publication represent the six topics discussed during a five-day seminar, as follows: 1. The Case for Black Literature; 2. Remedial Reading; 3. Grading and Evaluation; 4. Motivation; 5. A Pilot Program for Remedial English; and 6. Humor in Southern Literature. A bibliography of material related to Surveys of Trends and Discussions of Selected Issues and Trends is given. (DB)

ED 056 011 TE 002 599
DeRosier, Cynthia
You and Your Charge. A Brief Handbook for High School Tutors Working Under the Waianae Model Cities Tutorial Plan.
Pub Date Apr 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cross Age Teaching, English Instruction, *Instructional Materials, Language Arts, *Language Development, *Reading Development, *Teaching Guides

This handbook is intended to provide some basic guidelines for the high school age tutor of young children. Areas discussed include the development of language in children, organization of teaching time, and use of instructional materials. (CK)

ED 056 012 TE 002 600
D'Amico, Vincent C.
Youth Culture: Reflections and Creations.
Pub Date 71
Note—12p.; An unpublished paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Differences, *English Instruction, *Student Attitudes, *Teenagers

This document is an analysis of literary quotations and the opinions of high school students on the nature of culture and the goal of man. It is written from the vantage point of a high school teacher who has sought the opinions of his students. The "Youth culture" that exists in American society seems to be motivated by a combination of factors, including a skepticism toward contemporary adult values, a search for the answer to the question of a personal identity, a kind of idealism-critical of adult life-styles, and a demand for tolerance in allowing the individual to find his "own way." (CK)

ED 056 013 TE 002 611
Halladay, Lloyd Irving
A Study of the Effect of Age on Achievement in Adults Studying English in an Intensive Course.
Pub Date 70
Note—161p.; Ph.D. Dissertation, University of Michigan
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-4621: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Achievement Rating, *Adult Learning, *Age Differences, *Comparative Analysis, *English Education, *Intensive Language Courses, Test Results

The purpose of this investigation is to examine the relationship between age and achievement in grammar, vocabulary, aural comprehension, average for these three, and grammar-aural comprehension average in adult students who wished to gain an improved aural-oral proficiency in English during a short period of intensive language study. The relationships between these variables and five descriptive variables--amount of education, use of a non-English language, use of English, intelligence, and language aptitude--are also examined. The subjects in this study were enrolled in an eight-week course in English at the English Language Institute, The University of Michigan. The study consisted of two samples that were considered separately. Sample A consisted of 530 students divided into eight age groups--19 or less through 50 or more. Sample B consisted of 71 students divided into five age groups--19 or less through 35 or more. Conclusions include: (1) Students under 35 achieve more in most areas than do students between 35 and 44; (2) Students in their 20's rank among the highest in adjusted achievement; (3) Students over 44 make adjusted achievements that compare favorably with much younger students; (4) In Sample A, achievement seems to decline

among students under 20; (5) Achievement, in terms of final test minus pretest, shows no significant correlation with amount of education. (Author/CK)

ED 056 014 TE 002 612
Small, Robert Coleman, Jr.
An Analysis and Evaluation of Widely Read Junior Novels with Major Negro Characters.
Pub Date 70
Note—395p.; Ed.D. Dissertation, University of Virginia
Available from—University Microfilms, A Xexor Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-26,568: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Adolescents, *Literary Criticism, *Negro Literature, *Novels, *Secondary School Students
This study was performed to answer the specific question: To what extent do junior novels (works of fiction written for the adolescent reader) with major Negro characters possess recognized literary qualities? Since the established purpose of the junior novel is to interest adolescents in reading and literature, those junior novels with major Negro characters that had been widely read by teenagers were selected as the ones most worthy of study. A sample of 30 books recommended by teachers and librarians were chosen for study. Literary quality was examined by means of an extensive list of critical questions based on an extensive review of critical writings about the novel. The junior novels were evaluated, and a rating from a low of one to a high of five was assigned to each book for a number of criteria grouped under seven headings: Definition, Unity, Plot, Characterization, Dialogue, Setting and Style. The examination of the novels revealed that they varied in quality from excellent to poor, both in general and within each of the critical aspects of the novels. The original question concerning the literary quality of these novels was answered with a qualified "yes." Some of the novels are consistently excellent. If a genre can be judged by the best works within it, then the junior novel with major Negro characters can be said to possess a very high degree of literary quality. (Author/CK)

ED 056 015 TE 002 614
Jackson, Arthur Dale
A Comparison of Speed and Legibility of Manuscript and Cursive Handwriting of Intermediate Grade Pupils.
Pub Date 70
Note—129p.; Ed.D. Dissertation, University of Arizona
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-6811: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Comparative Analysis, *Cursive Writing, *Elementary School Students, *Handwriting Skills, *Manuscript Writing (Handlettering)
This study was designed to compare the speed and legibility of intermediate grade pupils' handwriting who have been instructed in two different styles of handwriting, manuscript and cursive. The subjects consisted of 108 intermediate grade pupils, boys and girls. Raw score data from the Otis Quick-Scoring Mental Ability Test, Beta Test: Form A, and from samples of pupils' handwriting were subjected to statistical analyses. The results show: (1) pupils taught the manuscript form of handwriting exclusively wrote as fast or faster than those taught to make the transition from manuscript to cursive handwritings; (2) manuscript handwriting was more legibile; (3) alignment had the most effect on legibility of both forms of handwriting; (4) less time was needed to read a selection written in the manuscript style; (5) sex was not a significant factor in handwriting speed, but girls' handwriting was more legible; and manuscript handwriting was more legible than cursive; and (6) significant differences existed in speed of handwriting between pupils in the 4th, 5th, and 6th grades; legibility increased with grade level; a difference between speed of handwriting compared with intellectual ability existed only when pupils were instructed to write "as fast as you can"; and level of intelligence did not affect legibility. (Author/DB)

ED 056 016 TE 002 615
Koch, Christian Herbert
Understanding Film as Process of Change: A Metalanguage for the Study of Film Developed and Applied to Ingmar Bergman's "Persona" and Alan J. Pakula's "The Sterile Cuckoo."
Pub Date 70
Note—281p.; Ph.D Dissertation, University of Iowa
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5774: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Abstracting, *Articulation (Speech), *Films, *Film Study, *Games, Language Patterns
Identifiers—Bergman (Ingmar), Pakula (Alan J)
This study develops and applies a way of talking about that transformation or change occurring in the mind of a film viewer as he views a film. This articulation is expressed in a metalanguage constructed along parameters of a game situation. The terminology employed in the articulation is derived from contemporary French structuralism and semiotics. The specific method used in articulating the transformation is that of abstracting, or naming, syntagmatic (transformational) and paradigmatic (categorical) relationships from the film (using a system of classification based on the work of Christian Metz) and then comparing these relationships, in the light of psychonalytic theory, to syntagmatic and paradigmatic relationships in an individual's verbal responses to the film. This abstracting procedure is given significance and validity by placing it in the following four parameters of a game situation: Game players share a common understanding of (1) the goal of the game, (2) the rules which determine an acceptable move in the game, (3) the way in which a winner is to be determined, and (4) ways in which a poorer game player can become a better game player. (Author/CK)

ED 056 017 TE 002 616
Colbert, Margaret, Comp.
Children's Books: Awards and Prizes.
Children's Book Council, New York, N.Y.
Pub Date Aug 71
Note—156p.
Available from—The Children's Book Council, Inc., 175 Fifth Avenue, New York, New York 10010 ($2.95)
Document Not Available from EDRS.
Descriptors—*Catalogs, *Childrens Books
This document is a compilation of honors awarded in the children's book field by organizations, schools, universities, publishers, and newspapers. Major international and foreign awards of English speaking countries are included. The awards are arranged alphabetically. Each award entry includes a brief history of the award and a list of all winners, from the first to the most recent. A table of contents, an author/illustrafor index, and a title index are included. (Author/CK)

ED 056 018 TE 002 617
Boudreau, Ingeborg
Aids to Choosing Books for Children.
Children's Book Council, New York, N.Y.
Pub Date Jun 69
Note—19p.
Available from—The Children's Book Council, Inc., 175 Fifth Avenue, New York, New York 10010 ($1.95)
Document Not Available from EDRS.
Descriptors—*Bibliographies, *Booklists, *Childrens Books
This document is a selected bibliography of booklists and review media designed to aid librarians, teachers, students of children's literature and parents in book selection. Those items of particular interest to parents have been marked with an asterisk. Prices given are for single copies with indication, where appropriate, that quantity rates are available. The concluding section lists organizations that would be of help to those seeking further information about children's literature or childhood education. (Author)

ED 056 019 TE 002 618
Peterson, Aaron D., Ed.
How to Be a Word Detective: A Dictionary of Word Fun and Vocabulary Enrichment.
Alton Community Unit School District 11, Ill.
Pub Date 64
Note—133p.
Available from—Alton Community Unit School District No. 11, 1211 Henry Street, Alton, Illinois 62002 ($3.00)
Document Not Available from EDRS.
Descriptors—*Dictionaries, *English Instruction, *Language Arts, *Vocabulary Development, *Word Study Skills
This book is designed to aid the student in developing word skills. It contains rules, games, stories, exercises, definitions, limericks, word origins, and other information related to words. (CK)

ED 056 020 TE 002 619
Baxter, Katherine
The Black Experience and the School Curriculum. Teaching Materials for Grades K-12: An Annotated Bibliography.
Pub Date 68
Note—57p.
Available from—Wellsprings Ecumenical Center, 6380 Germantown Avenue, Philadelphia, Pennsylvania 19144 ($2.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Curriculum Enrichment, Instructional Materials, *Negro Culture, *Negro Literature, Race Relations, *Teaching Guides
Materials for teachers as well as for students in/pre-primary through secondary schools are listed in this annotated bibliography. The materials appear under the following categories: Books (Black History, Social Studies, Readers, Biography, Fiction, Poetry, and Miscellaneous), Critiques of American History Textbooks, Teachers' Guides, Bibliographies, Pictures, Filmstrips and Recordings, and Toys. Addresses of publishing companies are given. (DB)

ED 056 021 TE 002 622
Fitterer, Harold Joseph
A "Sense of the Serious" Approach to Teaching Literature in the Secondary School: A Study of Selected Nineteenth-Century American Novels and Poems.
Pub Date 70
Note—320p.; Ph.D. Dissertation, University of Minnesota
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-8148: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—American Literature, *English Instruction, *Literature, *Nineteenth Century Literature, *Relevance (Education), Secondary Grades, *Teaching Methods
Identifiers—Sense of the Serious Approach
The purpose of this study is threefold: to examine and synthesize the contemporary changes of irrelevancy against secondary education; determine the possible reasons for irrelevancy; and define and demonstrate a possible solution to the problem. The major focus of the study emerges in the definition of a Sense of the Serious approach to the study of literature and its application to works commonly studied in secondary courses in literature. This approach demands a focus on the "whole condition of man" rather than the "partial condition of man" studied under a genteel approach. The Sense of the Serious approach also demands that literature be studied for what it actually discusses and describes. Nineteenth-century American literature most commonly studied in the secondary school is analyzed for its Sense of the Serious characteristics. The Sense of the Serious approach to the study of literature provides the following conclusions: the study of literature can be highly relevant to secondary students, and the nineteenth-century American authors emphasized the same characteristics of human experience which students charge the study of literature with avoiding. The approach can be honest to the experiences described in literature and known by adolescents, and it can educate toward maturity and an understanding of literature. (Author/DB)

ED 056 022 TE 002 623
Davenport, Harold Douglas
The Effects of Instruction in Generative Grammar on the Writing Ability of Students in the Ninth Grade.
Pub Date 70
Note—153p.; Ed.D. Dissertation, University of Tennessee

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7622: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Comparative Analysis, *Composition Skills (Literary), *English Instruction, Grammar, *Traditional Grammar, *Transformation Generative Grammar, *Writing Skills

The purpose of this experimental study was to determine whether instruction in generative grammar would produce better student writing. As a secondary aspect of the study, evaluation of all students was made for growth in knowledge of grammar apart from writing or other practical applications, whether the students had been instructed in generative grammar or traditional grammar. For evaluation, advanced experimental students were compared with advanced control students, and low experimental students were compared with low control students. Students were administered Form 3B of the STEP Writing Test at the outset of the experiment and Form 3A of the test at the conclusion. A teacher-made, objective-type grammar test in two forms was used to measure growth of the students in knowledge of grammar. Findings show that instruction in either generative or traditional grammar would prove equally effective with advanced students in bringing about growth in knowledge of grammar; and that instruction in generative grammar would prove more effective than traditional grammar in knowledge of grammar in low students. Whether generative or traditional, instruction in grammar did not significantly improve student writing ability in either advanced or low students. (Author/DB)

ED 056 023 TE 002 624
Groden, Austin F.
A Model Conceptual Framework for the Development of Humanities Programs in American Public Secondary Schools.
Pub Date 70
Note—255p.; Ed.D. Dissertation, University of Virginia
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-26,556: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Conceptual Schemes, Course Evaluation, *Curriculum Development, *Humanities Instruction, *Models, *Secondary Schools
Identifiers—United States

The conceptual framework for a humanities program presented in this dissertation was arrived at through a literature review, which yielded many alternative recommendations, and a mail questionnaire. The replies of 117 individuals resulted in the establishment of the following priorities: (1) the humanities are defined as specific objectives to be achieved within given disciplines or subject areas; (2) the most important objective or humanities programs should be "Individual Value Formation"; (3) certain disciplines or subject areas merit a priority for inclusion in humanities programs (classical literature, music, contemporary literature, painting, drama, philosophy, history, sculpture, architecture, religion, dance, and anthropology); (4) certain procedures, processes, and activities are considered more pertinent and adaptable to humanities programs than others ("Great Themes"; interdisciplinary; team teaching; discussions; study of master creations of the contemporary era; inductive method; primary sources; universal problems of man); (5) evaluation should be made through teacher comments, essay and oral examinations, student projects and journals, and community activities; (6) existent humanities programs often follow no specific guidelines and no conceptual framework is used in their planning and development; adnd (7) present programs emphasize academic excellence for college-bound students. (Author/DB)

ED 056 024 TE 002 625
Sears, Mary Olive
Effects of a Student Centered Procedure on the Self-Concepts and Writing Practice of College Freshmen.
Pub Date 70
Note—93p.; Ph.D. Dissertation, Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7102: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Composition Skills (Literary), *Educational Research, *English Instruction, *Self Concept, Statistical Analysis, Student Teacher Relationship, Teacher Education, *Teaching Techniques, Writing Skills

The primary purpose of this investigation was to explore the effects of a student-centered method of teaching composition on self-concepts students held about writing and actual writing performance. Each of four English teachers taught one experimental class using the student centered procedure and one control class which did not use the procedure. The sample included 50 female and 67 male college freshmen. Data were obtained on general academic self-concepts in relation to writing; syntactic maturity; reading index scores; and pretest and posttest self concept scores. F tests with covariates, multiple regression statistics, and correlations were used to treat the data. Conclusions are: (1) the teacher was the most significant variable affecting both self concepts related to writing and writing practice; (2) the experimental method had no statistically significant effect on the writing practice, but the students in the experimental classes achieved median ratings superior to those achieved by students in the control classes; (3) the importance of teacher education was borne out by the finding that the only male teacher, whose students showed the most striking results from the experimental treatment, was the only teacher with previous training in cross-teaching; and (4) there was no significant relationship between self-concept of ability in composition and composition ratings. (DB)

ED 056 025 TE 002 626
Kuhns, William And Others
Exploring Television Guide.
Pub Date 71
Note—77p.
Available from—Loyola University Press, 3441 N. Ashland Avenue, Chicago, Illinois 60657 ($1.00)
Document Not Available from EDRS.
Descriptors—Communication Skills, Course Content, *English Curriculum, Instructional Materials, *Mass Media, *Teacher Role, *Teaching Guides, *Television Viewing

This inquiry/discovery program is built on two assumptions: (1) that the students know more about television, have had more extensive television experience than their teachers; and (2) that the best moments in this course will spring from the students' ideas, projects, reports, and initiatives. Things to do before the course begins are suggested. Discussions are presented of: Inductive Learning; The Reformed English Curriculum; Guidelines for Teaching the Units; Evolution of Broadcasting; Television Code of the National Association of Broadcasters; Push-Button Movies: The Video Cassette Revolution; Radio Recordings; TV Commercial Sources; and ComEd Commercial Reel. (DB)

ED 056 026 TE 002 627
Thiess, Carolyn W., Ed. Kirkton, Carole M., Ed.
ERIC Documents on the Teaching of English, Volume Five: July-December 1970.
National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 71
Note—73p.
Available from—The National Council of Teachers of English, 111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 02311: $1.25 prepaid)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *English (Second Language), *English Curriculum, *English Instruction, *Tenl

This is the final volume in a series by the NCTE/ERIC Clearinghouse which provide an index to ERIC Documents on the Teaching of English. Finding and ordering aids and a list of abbreviations precede the citations. The documents cited appear under the following categories: Teaching Profession; English Instruction: Methods, Theories, Practices; English Curriculum: Theories, Surveys, Guides; Written Expression; Literature; Language: Classroom Instruction; Oral Expression and Listening; Dramatic Arts; Language, Linguistics, and Language Research; Teaching English to Speakers of Other Languages: TESOL; Teaching Standard English to Speakers of Non-Standard Dialects (Social Dialects): TENL; Humanities; Study and Use of Multi-Media; and Miscellaneous (Directories and Guides, Research Summaries and Surveys). An author index and the specialities of other ERIC Clearinghouses are given. (DB)

ED 056 027 TE 002 628
Mehta, Mohinder Paul
A Study of Preparation Programs for Secondary School English Teachers at the Universities and Colleges of Montana.
Pub Date 70
Note—227p.; Ed.D. Dissertation, University of Montana
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5857: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*English Instruction, *Preservice Education, Program Evaluation, Questionnaires, *Secondary School Teachers, *Teacher Attitudes, *Teacher Education
Identifiers—Montana

The purpose of this study was two-fold: (1) to analyze and evaluate the pre-service programs offered by Montana universities and colleges for secondary school English teachers, and (2) to determine the attitudes and opinions of the Montana secondary school English teachers concerning their preparation as English teachers. The preparation programs of the eight Montana universities and colleges were analyzed in terms of English Teacher Preparation Study (ETPS) Guidelines developed by Dr. William P. Viall and his associates in 1967. A questionnaire was constructed to collect relevant data from the English teachers. Results of the study indicated that the universities and colleges of Montana offered the prospective secondary school English teachers (i) "adequate" training in such areas as American and British literature and composition, (2) "fairly adequate" training in world literature, speech, drama, linguistics, grammar, creative writing, literary criticism, literature for adolescents, and tests and measurement, (3) "inadequate" training in rhetoric, oral interpretation, reading diagnosis and remediation, and choral and developmental reading. Other findings include: (1) More than 90% of the teachers viewed their student teaching experience as "very valuable" or "of some value"; (2) Montana school English teachers generally considered their preparation as a result of English methods course to be "moderate" or "little." (Author/CK)

ED 056 028 TE 002 629
Lindley, Daniel Allen, Jr.
Rhetorical Analysis of Teaching Process in Selected English Classes: Methods and Implications.
Pub Date 70
Note—185p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7052: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Child Development, *Discourse Analysis, Educational Theories, *English Instruction, *Persuasive Discourse, *Rhetorical Criticism, *Teaching Procedures

This study related selected principles of rhetorical analysis to teaching as it actually occurs in the classroom. The Aristotelian definition of rhetoric as the means of discovering all the available means of persuasion is central to teaching, in that the entire endeavor of education rests upon the premise that children, as they grow, need and deserve efforts to persuade them of adult values and the merits of specific skills and understandings. Thus Aristotle's definition of rhetoric suggests that forms of rhetorical analysis could be applied to teaching, with illuminating results. An expansion of the thesis that such analyses may be related to teaching was the substance of the first chapter of the study. The second chapter detailed some reasons for a dearth of attention to teaching process in the literature of English edu-

cation. Especially important was the belief that the curriculum should determine teaching process. The following chapter related Aristotelian rhetorical theory to recent studies of teaching process, notably the work of Flanders, Guilford, and Waller. The fourth chapter related tagmemic theory, as developed by Pike, to teaching process. The fifth chapter applied Marshall McLuhan's distinction between "hot" and "cool" media to teaching. The final chapter detailed specific implications of rhetorical analysis of teaching for the training of teachers. (Author/CK)

ED 056 029 24 TE 002 630

Barksdale, Marjorie

A Program to Discover an Effective Method of Teaching Communication Skills to College Freshmen Who Have One or More Deficiencies in the Ability to Communicate in Writing. Volume I. Final Report.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-G-104

Pub Date Aug 71

Grant—OEG-7-70-0186(509)

Note—56p.

EDRS Price MF-$0.65 HC-$3.20

Descriptors—*College Freshmen, *Composition Skills (Literary), Control Groups, *English Instruction, Experimental Groups, *Programed Instruction, Statistical Analysis, *Teaching Methods, Tests

A program was devised and presented to four classes of college freshmen who demonstrated a need for remedial English instruction. An experiment to ascertain relative merit of programmed and conventional classroom presentation was conducted. The program was divided into phonetic spelling, basic word usage, effective sentence construction, and basic and advanced paragraph construction. Each of six teachers administered the program to 25 experimental and 25 control students. Experimental and control groups were administered the following tests: (1) a comprehensive pretest over the entire program, (2) a pretest over each unit, (3) a pretest and as many posttests as necessary for the student to make a grade of 85 on a 100-point scale for each lesson in each unit, (4) a general posttest over each unit, and (5) a final comprehensive posttest. Using the Spearman Brown statistic for reliability, a sampling of pretests indicated a reliability of 0.85, of posttests a reliability of 0.65, and of the comprehensive final examination a reliability of 0.88. A summary of general conclusions includes: (1) A programmed approach to learning must have a valid, precise, and complete statement of objectives; (2) The innovational teaching approach must be proved markedly superior to the conventional classroom procedures if a change is justified; (3) The program should be structured toward the "average" student, but should allow for individual rate of progress with an open-end semester. (Author/CK)

ED 056 030 TE 002 631

Scannell, William J., Ed.

Recommended English Curriculum Guides K-12 and Criteria for Planning and Evaluation.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Note—32p.

Available from—NCTE/ERIC, 1111 Kenyon Road, Urbana, Illinois 61801 (free, single copies, limited supply)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Curriculum Guides, *Elementary Education, *English Curriculum, *Secondary Education

Identifiers—National Council of Teachers of English, NCTE

The first part of this two-part document is an annotated list of recommended guides for the benefit of schools and agencies that are developing curricula and writing guides. The purpose of this list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is a cumulative one selected from guides reviewed and recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English (NCTE) since January 1968. The second part of this document contains evaluation criteria established by the NCTE committee for the following purposes: (1) to serve as a tool with which to evaluate the curriculum guides, (2) to give school curriculum committees an instrument for planning curriculum or revising their curriculum guides, (3) to apply to many different content emphases within the field of the English language studies along with variations in organization and methodology. Each criterion is accompanied by an annotation. (CK)

ED 056 031 TE 002 633

Laney, Billie Johnson

A Comparative Study of Expressive and Comprehensive Vocabulary Development in Male and Female Kindergarten Children.

Pub Date 70

Note—126p.; Ph.D. Dissertation, East Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-8645: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Hypothesis Testing, *Kindergarten Children, *Language Development, *Language Research, *Sex Differences, Tests, *Verbal Communication, Vocabulary Development

This study was designed to learn more about relationships between sex and the expressive and comprehensive language development of the kindergarten child. Thirty-four kindergarten children (17 males and 17 females) were given the Peabody Picture Vocabulary Test (PPVT) and the Vocabulary Subtest of the Weschler Intelligence Scale for Children (WISC). The PPVT was used to measure the comprehensive vocabulary of the participants, and the WISC subtest was used to measure the expressive vocabulary of the participants. The comprehensive and expressive vocabulary scores were analyzed by means of Pearson's coefficient of correlation "r" and the chi-square test of covariance. The five per cent level of significance was chosen as the level of rejection for the null hypotheses. Conclusions include: Similar rates of development in comprehensive and expressive vocabulary are present in the kindergarten child; (2) Kindergarten males and females show no differences in expressive vocabulary development; (3) The behavioral differences between the males and females noted during the testing process are perhaps related to the societal roles assigned to males and females; (4) The differences in the children's attitude toward the male and female examiner are perhaps related to the concept of a teacher; (5) Race and cultural background are related to the level of language development. (Author/CK)

ED 056 032 24 TE 002 634

Cronnell, Bruce

Beginning Spelling: A Linguistic Review of Six Spelling Series.

Southwest Regional Educational Lab., Inglewood, Calif.

Report No—SWRL-TR-35

Bureau No—BR-6-2865

Pub Date Aug 71

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Applied Linguistics, Communication Skills, Comparative Analysis, *Elementary School Curriculum, *Spelling, *Teaching Techniques, *Textbook Evaluation

To better understand how spelling is taught, six commercial spelling series were reviewed in terms of linguistic orientation, conception of spelling, and treatment of spelling for instruction. In addition, the spelling content of each series through fourth grade was described. Comparisons were made among the series in terms of specific aspects considered important to successful spelling instruction. While there is a common content in all series, they differ considerably in their treatment of this content and in the additional material relevant to learning the sound-to-spelling correspondences of English. (Author)

ED 056 033 TE 002 635

Long, Kathryn Louise

Measurement of Language Skills in Primary Grades.

Pub Date 70

Note—189p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5787: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Capitalization (Alphabetic), *English Instruction, *Evaluation Techniques, Grade 2, *Language Research, *Language Skills, *Primary Grades, Punctuation, Teaching Methods

The purposes of this study were to: (1) investigate the nature and extent of specific teaching, and the grade placement of language skills in primary grades; and (2) investigate experimentally the validity, reliability, and practicality of several different methods for measuring achievement in capitalization and punctuation in Grade 2. Phase I dealt with rational or logical considerations, and consisted, for the most part, of an examination of current practices in the teaching of selected language skills in the primary grades. In Phase II, several alternative techniques for measuring capitalization and punctuation skills were systematically subjected to evaluation with respect to validity, reliability, and practicality. One result of the examination of five language arts and four reading textbooks series is the lack of agreement on skills coverage and placement. Most authorities would seem to support an unplanned program in which such skills teaching as is done would arise out of the needs inferred from children's more or less spontaneous writing. It appears that items in nationally standardized tests were selected primarily on the basis of author judgment and statistical characteristics of the items. From the investigation conducted in Phase II, it was concluded that new, more subjective types of evaluation are practicable for use in primary grades. (Author/CK)

ED 056 034 24 TE 002 636

Pfaff, Carol

Historical and Structural Aspects of Sociolinguistic Variation: The Copula in Black English.

Southwest Regional Educational Lab., Inglewood, Calif.

Report No—SWRL-TR-37

Bureau No—BR-6-2865

Pub Date Aug 71

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*English, *Language Research, *Negro Dialects, *Nonstandard Dialects, *Sociolinguistics

Sociolinguistic variation in the copula system of Black English was studied in the light of the linguistic history of the dialect and universal constraints on possible grammars. An attempt was made to identify sociological factors which account for the fact that the grammar of American Black English does not exhibit evidence for a creole stage in its development while Jamaican and other creoles do exhibit such evidence. The structural implications of variation in the realization of one form of the copula in Black English--"is"--were considered for phonetically full, contracted, or zero forms. (Author)

ED 056 035 TE 002 637

Jansky, Jeanette Jefferson

The Contribution of Certain Kindergarten Abilities to Second Grade Reading and Spelling Achievement.

Pub Date 70

Note—131p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-6194; MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Basic Skills, *Early Childhood Education, Kindergarten Children, *Reading, *Spelling, *Test Results

The purpose of the present research was to investigate the contribution of independent kindergarten abilities to reading and spelling achievement at the end of the second grade. The subjects were 401 urban school children, to whom 42 tests were administered, 20 kindergarten and 22 second grade. Data for both grade levels were subjected to factor analysis separately and in combination in order to determine what underlying competencies were represented by the tests and to learn which kindergarten and second

grade measures would appear in the same factors. Of the kindergarten abilities, Oral Language A tended to be most closely related to the greatest number of reading, spelling, and other language arts activities. Pattern Matching and Visuo Motor Organization also contributed to reading and spelling achievement. The finding that reading is related to several independent kindergarten abilities has implications for intervention. (Author/DB)

ED 056 036 TE 002 638

Reed, Carroll E., Ed.

The Learning of Language.

Pub Date 71

Note—442p.

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 25886: $13.95 nonmember, $12.55 member, prepaid)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *English Education, *Language Development, Learning Processes, *Linguistics, *Second Language Learning, Speech Habits, Speech Pathology

Current thinking of specialists in the study of language learning provides the basis of this book. The 12 chapters of the book and their authors are as follows: 1. Introduction--Charles A. Ferguson; 2. The Acquisition of Language in Infant and Child--Martin D. S. Braine; 3. Development of Native Language Skills beyond the Early Years--John B. Carroll; 4. The Psychology of Learning and the Study of English--James Deese; 5. Variation in Language--William Labo; 6. Second-Language Learning--Jane W. Torrey; 7. The Basis of Speech--William S-Y Wang; 8. Speech Pathology--Robert West; 9. The Ontogenesis of the Problem of Reference: A Review of Some Theories of Linguistic Symbols--Jerry A. Fodor; 10. Lexicography--Yakov Malkiel; 11. Language in the Schools--Ruth G. Strickland; and 12. Second-Language Teaching--Robert Lado. References are provided at the conclusion of each chapter, and an author index concludes the book. Illustrations of the text are 19 figures and 16 tables. (DB)

ED 056 037 TE 002 639

Wilder, Mary Roberts

An Evaluation of the Pre-Service and In-Service Academic Preparation in English for Teachers of Disadvantaged Students in Selected Colleges in the State of Georgia.

Pub Date 70

Note—175p.; Ph.D. Dissertation, Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7135; MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*College Curriculum, *Culturally Disadvantaged, *Disadvantaged Youth, *English Instruction, Inservice Teacher Education, *Teacher Education

It was the purpose of this study to evaluate the pre-service and in-service education of English teachers of culturally disadvantaged students in the state of Georgia. Interviews, in which questionnaires were used, were conducted in 12 colleges and universities, with 15 rural and urban English teachers, and with English supervisory personnel. The evaluation criteria included: specific selection of teachers for the disadvantaged; wide study in allied fields which broaden the teacher's knowledge and understanding of culturally disadvantaged students in reading, writing, and speaking and listening; and study of specific materials and methods believed to be successful with disadvantaged students. The findings showed that the Georgia English teacher is not adequately prepared to teach English to the culturally disadvantaged student; that preservice programs need to offer additional study in language development, dialect study, reading extension and development, writing difficulties, listening problems, cultural background of the disadvantaged, pedagogical methods, adolescent literature, and black literature; and that in-service programs lack continuity, purpose, and direction. (Author/DB)

ED 056 038 TE 002 640

Fechek, Theresa Anne

The Use of Informative Themes in the Reading Anthologies for the Teaching of Composition in Grades Four through Twelve.

Pub Date 70

Note—122p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7449: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *English Instruction, *Motifs, *Reading Materials, *Textbook Research

This study analyzes the quantities of specific types of informative materials in reading anthologies from Grades 4 through 12, and suggests a means for coordinating materials needed for coordinating materials needed for communicating written information accurately. Studies of curriculum materials in reading and content analysis of previous studies of textbooks are reported. A content analysis of the informative contents in five major series and four supplementary sets of basal readers, companion series, and literature anthologies totaling 63 books indicates the number of informative articles presented in each textbook, the total number of pages containing these articles, and the percentages of pages of articles. The approximate number of words is tabulated for each article and the average length of the articles in each book is determined. The reading books examined are those published by major companies from 1960 to the present. The results of the information collected at the intermediate, junior, and senior high levels are reported. An explanation of procedures for the development of a set-form of writing called the informative theme is presented. One of the findings of the study is that there is a need for definite guidelines in the use of informative themes in reading textbooks. (Author/DB)

ED 056 039 TE 002 641

Writing Children's Books.

Children's Book Council, New York, N.Y.

Pub Date Jul 71

Note—6p.

Available from—Children's Book Council, Inc., 175 Fifth Avenue, New York, New York 10010 (Single copy free upon request and stamped self-addressed envelope, 50 for $2.50)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Creative Writing, *Pamphlets, *Writing Skills

This pamphlet briefly answers some of the questions concerning the writing and publishing of children's books. What the writer needs to know, special techniques, how to submit a manuscript, what happens to a manuscript at a publishing house, and a listing of our books that may be useful for writers of children's books are discussed. (DB)

ED 056 040 TE 002 642

Alsbrook, Eleanor Young

Changes in the Ethnocentrism of a Select Group of College Students as a Function of Bibliotherapy.

Pub Date 70

Note—85p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-5024: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Bibliotherapy, *English Instruction, Ethnic Relations, *Racial Discrimination, *Self Concept, *Student Attitudes

The purpose of this study is to investigate bibliotherapy relative to changes in the ethnocentrism of four groups of adult, white college students at the University of Louisville. The study seeks to establish the extent of prejudice exhibited by the selected subjects, and with the use of bibliotherapeutic techniques as an input to the selected subjects, the study seeks to determine changes in ethnocentrism. Two groups read and discussed additional material; one group read but did not discuss the materials; and a control group read no additional material. Data were obtained from Personal Data Sheets and the results of the Adorno Ethnocentrism (E) Scale. Attitude change was a difference score determined by subtracting the post treatment score from the initial score on the Adorno E Scale. The major findings are that significant reduction in ethnocentrism was produced in both the Reading-Discussion and Reading-Only groups, and that their post-treatment attitude gains had been retained when tested one month later. The control group showed little change in all three tests. (Author/DB)

ED 056 041 TE 002 643

Illustrating Children's Books.

Children's Book Council, New York, N.Y.

Pub Date Jul 71

Note—6p.

Available from—Children's Book Council, Inc., 175 Fifth Avenue, New York, New York 10010 (Single copies free upon request and stamped self-addressed envelope, 50 for $2.50)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Illustrations, *Pamphlets

This pamphlet attempts to answer questions relating to how artists and art students who are interested in illustrating children's books introduce themselves and their work to publishers. Some general thoughts and facts are presented, and suggestions are made as to what the contents of a portfolio should be. A listing of nine books provides useful references about illustrating books for children. (DB)

ED 056 042 TE 002 644

Morgan, Dorothy Lindsley

A Comparison of Growth in Language Development in a Structured and a Traditional Unrah Preschool Compensatory Education Program.

Pub Date 71

Note—133p.; Ph.D. Dissertation, United States International University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-6045: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Compensatory Education Programs, *Disadvantaged Youth, *Educationally Disadvantaged, *English Instruction, *Language Development, *Teaching Methods

This study compared the growth in language development between the experimental group receiving direct instruction and the control group receiving a more nondirective traditional type of program. Of the 94 3- and 4-year-old children in the study, 57% were of Mexican-American descent, 39% were of white-American background, and 4% were black. The control group had 52 children and the experimental group had 42. All children were certified as economically deprived. The language development of all children was measured in September and May with the Illinois Test of Psycholinguistics. Comparisons of the control and experimental groups were made, and statistical treatment of the data was made. The findings of this study support the evidence that for educationally deprived children, an academically oriented direct-instruction program produces significantly greater achievement. (Author/DB)

ED 056 043 TE 002 645

Choosing a Child's Book.

Children's Book Council, New York, N.Y.

Pub Date Jan 70

Note—4p.

Available from—Children's Book Council, Inc., 175 Fifth Avenue, New York, New York 10010 (Single copies free upon request and stamped self-addressed envelope, 50 for $2.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Guides, *Library Material Selection, *Pamphlets

This pamphlet presents a few suggestions on how to select a book for a child. A few publications and their addresses are given as sources of guidance in choosing children's books. (DB)

ED 056 044 TE 002 646

Summerfield, Geoffrey, Ed.

Essays and Addresses on Composition.

Pub Date 70

Note—101p.; A publication of the Tri-University Project in Elementary Education

Available from—Nebraska Curriculum Development Center, 212 Andrews Hall, University of Nebraska, Lincoln, Nebraska 58508 ($1.25)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Composition (Literary), *Composition Skills (Literary), *Elementary School Students, *Language Arts, *Teacher Education

The following book on composition in the elementary school grows out of the activities of the Tri-University Project (now called the Nebraska TTT Institute in Elementary Education). The project is concerned with improving the education of young children by working to improve the education of the teachers in Higher Education who educate the teachers of these young children. The community of the Tri-University Project includes children, teachers, teachers of teachers from about the country and members of all sorts of community groups. This book is the first of a series envisaged as emerging from the project. The writing contained in it is done by teachers, children, and teachers of teachers. Papers included in the book are: Some Examples of Sixth-Grade Composition by Frances Reinehr; The Role of Language in Learning in the Elementary School by James Britton; The Exploring Cat Kittens by Dawn Whipp; Understanding Children's Writing by Leslie Whipp; Morning Haze by Leslie Whipp; Some Reflections on the Subject of Composition by Geoffrey Summerfield; and Images of Man and the Persuasive Style: Writing in the Elementary School by Alton Becker. A bibliography of 15 publications is included. (Author/DB)

ED 056 045 24 TE 002 649

Houston, Thomas Rappe, Jr.

Comparable Common Factors in English Homophone Recognition. Report from the Project on Situational Variables and Efficiency of Concept Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-163

Bureau No—BR-5-0216

Pub Date Mar 71

Contract—OEC-5-10-154

Note—178p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Concept Formation, *English, Factor Analysis, *Language Research, Projects, *Tests, *Word Recognition

A homophone is a word having the same pronunciation as another English word, but a different spelling. A list of 7,300 English homophones was compiled and used to construct two tests. Scores were obtained in these and on reference tests for J. P. Guilford's factors CMU, CSU, DMU, and DSU for 70 native speakers of midwestern American English from a university population. The homophone tests showed Hoyt reliabilities of .95 and .87 for these subjects. Following Harris's procedure for determining Comparable Common Factors, the 15 x 15 matrix of intercorrelations was subjected to three factoring procedures, each yielding oblique and orthogonal solutions. Results were in close agreement for all analyses, yielding three common factors. Two corresponded to CMU and to DMU. The CSU and DSU tests loaded on the third factor, which had its largest loadings on the homophone tests, and involved comparing verbal stimuli with formal elements of internally generated lists. These findings replicate Harris's failure to extract distinct CSU and DSU factors and suggest that homophone recognition tasks can provide short but reliable reference tests for the symbolic factor into which CSU and DSU coalesce. (Author)

ED 056 046 TE 002 650

Hoffman, Melvin J.

The Segmental and Suprasegmental Phones, Phonemes, and Morphophones of an Afro-American Dialect.

Pub Date 70

Note—125p.; Ph.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7172: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*African American Studies, Data Analysis, *Disadvantaged Groups, *Language Research, *Nonstandard Dialects, *Phonology

Within the past several years, many works which deal with the phonology of disadvantaged Afro-American populations have appeared. Certain difficulties are encountered in these studies. These include difficulties in obtaining data and in determining analytical procedure. For this analysis of the phonology of the disadvantaged Afro-American population in Buffalo, New York, no novel solution is offered in regard to the delimitation of the dialect. As in earlier studies, a commonality in background among the informants provides the chief delimiting criterion. Data are obtained in two ways: (1) from a school with built-in listening devices for educational purposes about which staff, parents, and students are informed; and (2) from tapes of situations where informants are aware that they are being taped but are distracted sufficiently by content to relax their control of form. A qualitative approach is employed in this analysis. Phonological variation is treated at three levels: phonetic, phonemic, and morphophonic. Suprasegmental as well as segmental data are analyzed. The analysis of the phonology of this dialect reveals insufficient diversity from familiar English dialects to warrant its being called a separate language. Speculative remarks in this regard are offered following the analysis. (Author/CK)

ED 056 047 TE 002 651

Campbell, Laurence R.

The High School Magazine.

Quill and Scroll Society, Iowa City, Iowa.

Pub Date 71

Note—44p.; A Quill and Scroll Study

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Creative Writing, *High Schools, *School Publications, *Student Developed Materials, *Surveys

A survey was made of high school press organizations throughout the country, and the following data was collected. The purposes of the magazines were found to be: (1) to stimulate creativity in writing, (2) to provide enjoyment for readers, and (3) to develop teamwork in student publishing. There are currently over 600 school magazines under publication. The typical staff has from 11 to 20 members, and staffs tend to be somewhat casual in their policies and operations. In 81% of the schools surveyed, 81% of the advisers are English majors. Financing the magazine is the greatest problem of the staff; 90% operate on a budget under $2,000. The lack of success of the school magazine in comparison to that of the school newspaper or yearbook is a result of its failure to inspire widespread appeal. (CK)

ED 056 048 TE 002 652

DePillo, Norman Charles

The Influence of Handwriting upon Teachers' Evaluations of Children's Creative Stories.

Pub Date 70

Note—107p.; Ph.D. Dissertation, University of Wisconsin

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-2212: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Composition Skills (Literary), *Creative Writing, *Handwriting Skills, *Student Evaluation

This study investigated the possible influence of good and poor cursive handwritten presentations upon elementary grade teachers' evaluations that stories by children are creative. A modified two-factor repeated measurements design was used to investigate the independent variables, creativity and handwriting quality, and the dependent variable, teachers' evaluations. A group of 73 teachers evaluated nine stories, three stories for each of three treatments: (1) the control treatment--typewritten story presentations, and (2) the experimental treatments--good and poor cursive presentations of the same stories. Three stories represented a high creativity level, three represented medium creativity, and three represented low creativity. Conclusions include: (1) Creativity of stories influences teachers' evaluations when evaluating across several creativity levels; (2) Handwriting does not influence teachers' evaluations of creativity; (3) Elementary, primary, and intermediate elementary school teachers, as a whole, are not influenced by handwriting when they evaluate story creativity across stories of equivalent creativity. (Author/CK)

ED 056 049 TE 002 653

Campbell, Laurence R.

High School Newspapers in Alaska, Hawaii, North Carolina, and Bibliographies.

Quill and Scroll Foundation, Iowa City, Iowa.

Pub Date Nov 71

Note—27p.; A Quill and Scroll Study

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *High Schools, *Journalism, *School Newspapers, *School Publications, Student Developed Materials

This document lists the names of high school newspapers currently published in the states of Alaska, Hawaii, and North Carolina. Six bibliographies of student articles appearing in some of these newspapers and a 1971 report on Quill and Scroll Studies are included. (CK)

ED 056 050 TE 002 654

Frentz, Thomas Stanley

Children's Comprehension of Standard and Black English Sentences.

Pub Date 70

Note—107p.; Ph.D. Dissertation, University of Wisconsin

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-2216: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Grade 3, *Grammar, *Language Skills, *Language Usage, *Nonstandard Dialects

Recent research has found that user performance varied as a function of dialect in a sentence production-type task. The present tense, singular-plural grammatical distinction marked by inflection was the distinction considered in the present study. A group of 30 white and 30 black, third-grade children were presented an array of 32 sentence-picture combinations. The sentences varied between standard and black English and between singular and plural, while the pictures varied between singular and plural. The Ss saw a picture projected on a screen and then heard a sentence through earphones. A S's task was to press either a "means same" or a "means different" button depending upon whether the sentence and picture had similar or different grammatical markings. Results included: (1) No significant race by dialect interaction was found; (2) Combined S performance with black English sentences did not differ significantly from such performance with standard English sentences; (3) White children performed significantly better than black children in terms of the correctness of response measure only in singular sentence conditions; (4) Plural sentence/plural picture combinations required shorter response latencies than any other sentence-picture combinations. (Author/CK)

ED 056 051 24 TE 002 655

Sullivan, Howard J. And Others

Development of First Graders' Composition Skills.

Southwest Regional Educational Lab., Inglewood, Calif.

Report No—SWRL-Prof-Pap-16

Bureau No—BR-6-2865

Pub Date Aug 71

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, *Composition Skills (Literary), *English Instruction, *Grade 1, *Primary Grades

As one step in the development of an instructional program designed to teach composition skills to primary-grade children, a tryout of approximately five months duration was conducted with first-grade children during the last five months of the 1969-70 school year. Fourteen classes used the composition program in conjunction with the SWRL Second-Year Communication Skills Program (SYCSP). At the end of the tryout, the story-writing performance of a random sample of children who used the composition program was compared with that of a comparable group of children who had used SYCSP without the composition program. Statistically significant differences favoring children who had used the composition program were obtained for judged quality of stories, story length, and punctuation and spelling performance. These results indicate that a carefully designed program can substantially improve certain composition skills of first-grade children. (Author/CK)

ED 056 052 TE 499 811

Teaching Strings.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 71

Note—55p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (free microfiche copies)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Instructional Materials, *Musical Instruments, *Music Education
Intended primarily for use by instrumental music teachers who do not have a major concentration in strings, this guide provides pertinent basic resources, materials, teaching--learning expectation, and a general overall guide to achievement levels at various stages of development. Discussions are presented of Choosing the Proper Method Book, Teaching and Learning (beginning, intermediate, and advanced levels for violin, viola, cello, and bass), Resource Materials for Teachers (an annotated bibliography), and Instructional Materials for Teaching String Instruments (a bibliography). (CK)

ED 056 053 24 TE 499 823
Puopolo, Vito
The Development and Experimental Application of Self-Instructional Practice Materials for Beginning Instrumentalists. Final Report.
Alcorn A and M Coll., Lorman, Miss.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-D-020
Pub Date Jul 70
Grant—OEG-4-9-340020-0031-057
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Control Groups, Experimental Groups, Grade 5, *Hypothesis Testing, *Instructional Materials, *Music Education, *Programed Instruction, *Tape Recordings
This study investigated the feasibility of structured, programmed practice with tape-recorded materials and its effect upon the performance achievement of beginning elementary cornet and trumpet students. The main purpose of the study was to facilitate the teaching and learning in instrumental performance through the application of programmed procedure to individual practice. The central hypothesis was that structured practice with recorded tapes containing programmed material would produce a significant difference in performance achievement as compared with unstructured, non-programmed practice. The experimental population consisted of 52 fifth-grade male beginning cornet and trumpet students. The experimental treatment consisted of structured daily practice with ten weekly 20-minute tapes containing programmed material. The control method consisted of daily 20-minute practice of the same material, out in a non-structured manner without tapes. Two-way analysis of variance, t-test, and correlation were the statistical procedures used in testing the hypothesis. The .05 level of significance was adopted as the criterion for accepting or rejecting the hypothesis. Programmed practice was found to be significantly superior to non-programmed practice as evidenced in performance achievement. The .01 level of confidence was achieved. (Author/CK)

TM

ED 056 054 TM 000 289
Fleury, Bernard J., Jr. And Others
Demographic Data for Trainers of Educational Researchers.
Massachusetts Univ., Amherst. School of Education.
Report No—TR-No-5
Pub Date Mar 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, Educational Development, *Educational Programs, Educational Research, *Educational Researchers, Employers, Employment Qualifications, Employment Trends, Information Dissemination, Inservice Education, *Professional Training, *Research Apprenticeships, Research Methodology, *Trainers, Training
This paper focuses upon three sets of information: first, information pertaining to research data about Research, Development and Diffusion (R. D. & D.) training; second, information pertaining to practices of current training programs; and third, information pertaining to expectations of potential employers of R. D. & D. personnel. Available evidence about R. D. & D. training programs seems to be reflected in the practice of programs surveyed. Changing pedagogical conditions with concomitant changes in the utilization of research, development and dissemination personnel, suggest both the existing research base on training practices and many training programs may be too narrowly conceived to cope with conditions. While colleges and universities continue to absorb most of the available "R" talent, they are in direct competition with local school districts, state and federal agencies, and independent research agencies for the few "D & D" specialists trained each year. As the demand for "D & D" talent increases, provision will have to be made for reliable suppliers. (Author)

ED 056 055 TM 000 558
Cunningham, Jo Lynn Boger, Robert P.
Development of an Observational Rating Schedule for Preschool Children's Peer-Group Behavior.
Michigan State Univ., East Lansing.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Feb 71
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, Behavior Patterns, *Behavior Rating Scales, *Classroom Observation Techniques, Cultural Background, Evaluation Methods, Group Behavior, Interaction Process Analysis, *Measurement Instruments, *Peer Groups, *Preschool Children, Socioeconomic Background, Student Behavior, Test Reliability, Test Validity
Identifiers—*Observation of Socialization Behavior, OSB
The feasiblity of an observational rating scale which would provide objective, reliable and quantifiable measures of social and affective behavior was investigated. The Observation of Socialization Behavior (OSB), focusing on peer-group behavior of pre-school children and designed for use in unstructured situations was developed. Two forms of the instrument, one for use with videotaped interaction sessions, and the other for live classroom situations, were developed. A combination time-and event-sampling procedure was used and behavioral events were recorded at twenty-second intervals. Observers were trained by videotaped interaction segments, and computation of observer reliability is explained. Investigations provide favorable indications of the validity of the instrument for measuring peer-group behavior of pre-school children. It is concluded that the instrument is useful, flexible, and applicable to early childhood psychometry. (LR)

ED 056 056 TM 000 668
Katz, Martin R. And Others
The Measurement of Academic Interests: Part I. Characteristics of the Academic Interest Measures.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-57
Pub Date Oct 70
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, Correlation, Factor Analysis, Grade 11, High School Curriculum, *High School Students, *Interest Scales, Longitudinal Studies, *Occupational Guidance, Predictive Validity, Secondary Schools, Sex Differences, *Student Ability, *Student Interests, Test Interpretation, Test Reliability
Identifiers—*Academic Interest Measures
Data presented in this study of the Academic Interest Measures (AIM) include score distributions for a national sample of high school juniors grouped by sex, ability, and curriculum (effects of socioeconomic status were found to be negligible); relationships between AIM and many other variables, such as ability test scores, students' ratings of their own interests, definiteness of occupational plans, years of post-secondary education planned, scores on information scales, and participation in nonclassroom activities; scale intercorrelations and factor analyses; internal consistency of scores and stability over periods of time. The psychometric properties of AIM and evidence for its construct validity suggest that it may be useful as a criterion measure. A self-scoring form of AIM is appended. For Grade 11 norms for AIM, see TM 000 671. (Author/AG)

ED 056 057 TM 000 671
Katz, Martin R. And Others
Grade 11 Norms for the Academic Interest Measures: Appendix D to The Measurement of Academic Interests Part I. Characteristics of the Academic Interest Measures.
Educational Testing Service, Princeton, N.J.
Pub Date Oct 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, Females, *Grade 11, *High School Curriculum, *Interest Tests, Males, *Norms, Questionnaires, Student Interests, Student Testing
Identifiers—*Academic Interest Measures, Preliminary Scholastic Aptitude Test
Grade 11 norms for the Academic Interest Measures are presented. A random sample of 187 schools was involved in the norming study, and three instruments, AIM, the Preliminary Scholastic Aptitude Test, and a questionnaire were administered to 15,450 grade 11 students. Separate percentile ranks tables are presented for groups organized on the basis of sex, ability level, and program in grade 11. Access to the norms tables in provided by Table 1: Tables A-1 to A-21 give subgroup norms formed on the basis of sex, ability, and program. Tables A-22 to A-27 combine program groups, and may be used if none of the other tables is considered relevant. See also TM 000 668 for an extensive report on the characteristics of AIM. (LR)

ED 056 058 TM 000 846
Pellegrini, Robert J. Hicks, Robert A.
Prophecy Effects and Tutorial Instruction for the Disadvantaged Child.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Coaching Teachers, *Disadvantaged Youth, Economically Disadvantaged, *Expectation, Intelligence Quotient, Low Achievement Factors, Lower Class Students, Mexican Americans, *Student Ability, Student Teacher Relationship, *Teacher Attitudes, Testing, *Tutorial Programs, Tutoring
Identifiers—Peabody Picture Vocabulary Test, PPVT, Wechsler Intelligence Scale for Children, WISC
The study measured the effects of attempted manipulation of tutors' expectations on the intellectual growth of their pupils. Tutors were given spurious information, allegedly based on testing, as to current and predicted intellectual fucntioning of their pupil. The experimental sample was comprised of 44 tutor-child pairs, with 11 paris assigned at random to each of three expectation conditions: High, Average, and Low. The possibility of selective coaching was tested by including a second High expectation condition in which tutors were familiarized with the criterion measures. The WISC Similarities subtest and the PPVT were administered to the children before and after seventeen weeks of tutoring. Significantly greater PPVT gains were achieved by children whose tutors had been familiarized with the tests than by children in all other conditions. There were no other significant differences between the groups on either measure. (Author)

ED 056 059 TM 000 847
Harvill, Leo M.
Evaluation of Several Methods for Measuring Young Children's Educational Attitudes.
South Dakota Univ., Vermillion. School of Education.
Spons Agency—South Dakota Univ., Vermillion.
Pub Date May 71
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Arithmetic, Art, *Attitude Tests, *Comparative Analysis, Correlation, *Educational Attitudes, Evaluation Methods, Grade 2, Grade 3, Measurement Instruments, Pictorial Stimuli, *Primary Grades, *Rating Scales, Reading, Test Validity, Visual Measures
Identifiers—Box Scale, Forced Choice Scale, Millimeter Scale, Picture Scale, Semantic Differential Scale
Five scales designed to measure the attitudes of young children toward arithmetic, reading, and art were developed. Two of the scales (Picture and Forced Choice) were ipsative in nature; the remaining three (Millimeter, Box, and Semantic

Differential) allowed the child to express a more absolute attitude about each activity. The scales were administered to a sample of second and third graders and their teachers were asked to name those students who liked and those who disliked arithmetic the most. Intercorrelations were determined using the multitrait-multimethod approach. It was concluded that: (1) Group attitude scales concerning school activities can be administered to young children with few problems or errors; (2) Children most enjoyed the picture scale; (3) Ipsative attitude measures should be used with great caution; (4) Teacher nominations are not very valid as a criterion measure for primary grade attitude scales; (5) The two most promising types of scales were the Millimeter and Semantic Differential Scales; and (6) A method which may show some promise is the addition of pictures to these two scales for added interest and clarity. See TM 000 891-893 for descriptions of the scales. (Author/AG)

ED 056 060 TM 000 848
Puzzuoli, David A. Alexander, Doneld L.
A Study of the West Virginia State-County Testing Program.
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71
Note—181p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Academic Aptitude, Achievement Tests, Curriculum Development, Educational Accountability, Educational Objectives, *Educational Planning, Educational Trends, Financial Support, Formative Evaluation, Instructional Staff, Item Analysis, Models, *Program Evaluation, School Holding Power, *State Surveys, Statistical Data, Student Enrollment, *Student Evaluation, *Testing Programs
Identifiers—Otis Lennon Mental Abilities Test, School and College Ability Test, Sequential Tests of Educational Progress, Stanford Achievement Test
In September 1962, the State Board of Education initiated a broad annual study of the academic achievement and scholastic aptitude of West Virginia public schools called the State-County Testing Program. The results of this program in Region II West Virginia schools for 1965-66 - 1969-70 are analyzed to: 1) identify discernable trends; 2) find any significant disparities between results of the Testing Program and the objectives of the Comprehensive Education Program; 3) provide an item analysis on achievement tests used in the State-County Testing Program for academic year 1969-70. (MS)

ED 056 061 TM 000 849
Lunneborg, Patricia W.
Dimensionality of MF.
Washington Univ., Seattle. Bureau of Testing.
Pub Date Jun 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Factor Analysis, Factor Structure, *Females, Identification (Psychological), Item Analysis, *Males, Orthogonal Rotation, Personality Assessment, *Personality Tests, Reliability, Role Perception, *Self Concept, Sex Differences
This study sought, through a factor analysis of 450 masculine-feminine (MF) items from nine established sources such as the Minnesota Multiphasic Personality Inventory (MMPI), to determine whether in a college sample of 523 students there were a small number of factors common to both sexes, or if the MF scale consisted of so many weak factors that the practice of giving people scores on it should be abandoned. Only 39% of the items discriminated the sexes. Of the nine item factors in females and ten in males, four occurred in both sexes. These MF factors were neuroticism and religiousity (feminine), and power and scientific interests (masculine). The need for four homogeneous, orthogonal MF scales based on these dimensions is requisite for any rational exploration of MF in relation to sex-role identification, achievement, homosexuality, etc. (Author/AG)

ED 056 062 TM 000 852
Beall, Geoffrey
Change-Over Experiments in Practice.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-38
Pub Date Jun 71
Note—386p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Analysis of Variance, Computer Programs, *Data Analysis, Experiments, *Guides, Mathematical Applications, Mathematical Models, Mathematics, *Research Design, Research Methodology, *Research Problems, Research Tools, *Statistical Analysis
This guide presents many new experimental designs for data analysis and reviews certain standard procedures. It is hoped that the treatment of the material will stimulate new applications since the emphasis of the guide is on the problems encountered in running experiments rather than on an elaboration of mathematical models. Discussed are: change-over experiments; Youden fields; carry-over of treatment effects; writing Youden designs; analysis of data from latin squares, from a single Youden (txcxt) and from various special kinds of Youden; designs involving pairs or a single change-over; and the general problem of misfill. (CK)

ED 056 063 24 TM 000 861
Hilton, Thomas L.
A Study of Intellectual Growth and Vocational Development. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—PR-71-11
Bureau No—BR-6-1830
Pub Date Mar 71
Grant—OEG-1-6-061830-0650
Note—422p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Academic Achievement, *Career Choice, Curriculum Evaluation, *Decision Making, Dropouts, Educational Opportunities, Educational Planning, Educational Research, Environmental Influences, High School Students, *Intellectual Development, Longitudinal Studies, Parent Influence, Questionnaires, Racial Differences, Socioeconomic Background, Student Development, *Vocational Counseling, Vocational Development, *Vocational Education
This final report summarizes all phases of a completed longitudinal research program investigating intellectual growth and vocational development of students from fifth to twelfth grade. Student development over time was studied as an interaction between school, community and family, with each factor influencing career choice. Research objectives are outlined and the results are summarized with supportive data and analyses presented in the tables and appendices. For the two interview schedules and three questionnaires which are also included, see TM 000 915-916, and TM 000 862-864. (CK)

ED 056 064 24 TM 000 862
Hilton, Thomas L.
Background and Experience Questionnaire: Grade 11.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—PR-71-11
Bureau No—BR-6-1830
Pub Date Mar 71
Grant—OEG-1-6-061830-0650
Note—15p.
Available from—Not available separately; see TM 000 861
Document Not Available from EDRS.
Descriptors—Adjustment (to Environment), After School Activities, *Background, Classroom Environment, *Environmental Influences, *Experience, Family Environment, Interest Research, Interest Scales, *Questionnaires, Rating Scales, *Student Interests, Vocational Development
This 177-item questionnaire is part of an intellectual growth and vocational development study. Each item probes the student's environmental background; interests, attitudes and experiences to see what effect activities outside the classroom have on learning inside the classroom. Various tables and figures relating to the questionnaire are included. See also TM 000 861, 863-864, and TM 000 915-916. (CK)

ED 056 065 24 TM 000 863
Hilton, Thomas L.
Community and School Climate Questionnaire.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-1830
Pub Date Mar 71
Grant—OEG-1-6-061830-0650
Note—13p.
Available from—Not available separately; see TM 000 861
Document Not Available from EDRS.
Descriptors—Classroom Environment, *Community Characteristics, Community Involvement, Dropouts, Environmental Influences, *Questionnaires, School Community Cooperation, *School Environment, School Organization, Student Opinion, *Teacher Attitudes, *Vocational Counseling, Vocational Development
This questionnaire is part of an intellectual growth and vocational development study. The three part questionnaire is designed to elicit responses from administrators, counselors, teachers and students. Part one queries administrators and counselors regarding community, school and counseling statistics. Part two examines teacher attitudes toward vocational and technical education, while the last section elicits student response to current vocational programs, to the counseling programs in their school and to their future plans. See also TM 000 861-862, 864, and TM 000 915-916. (CK)

ED 056 066 24 TM 000 864
Hilton, Thomas L.
Adult Experiences Questionnaire.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—PR-71-11
Bureau No—BR-6-1830
Pub Date Mar 71
Grant—OEG-1-6-061830-0650
Note—21p.
Available from—Not available separately; see TM 000 861
Document Not Available from EDRS.
Descriptors—*Adults, Attitude Tests, Career Choice, *Employment Experience, *Interest Scales, *Job Satisfaction, Military Service, Occupational Choice, Personal Interests, Post Secondary Education, *Questionnaires, Rating Scales, Vocational Development
This questionnaire is part of an intellectual growth and vocational development study. Items attempt to survey post secondary school experiences and attitudes regarding employment, the military, and academic fields. See also TM 000 861-863, and TM 000 915-916. (CK)

ED 056 067 TM 000 865
Freeberg, Norman E. Reilly, Richard R.
Development of Guidance Measures for Youth-Work Training Program Enrollees Phase I: Measurement of Program Objectives and the Development of Criteria. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—152p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cluster Analysis, Disadvantaged Youth, Employee Attitudes, *Evaluation Criteria, Factor Analysis, Job Satisfaction, *Job Training, *Program Evaluation, Questionnaires, Success Factors, Task Performance, Vocational Adjustment, *Work Experience Programs, *Youth Employment
Identifiers—*Neighborhood Youth Corps, Program Objectives
Rationally defined outcome variables, for use in evaluating youth-work training programs, were incorporated in questionnaires administered to present and former Neighborhood Youth Corp enrollees and analyzed to determine their suitability as criterion measures. Using a factor analytic technique, empirically defined clusters were obtained for immediately available outcomes and longer-term outcomes. The most logical groups of criteria were found for those former enrollees who had full-time employment experience. Relatively clear patterns of job-oriented capability and success were dominant as were two separate factors bearing on personal adjustment to the job and to the community. Some descriptive highlights concerning the vocational behaviors of former trainees are presented and future research needs for better definition and

understanding of program objectives are discussed. For the six rating instruments used in the study, see TM 000 866-871. (Author/AG)

ED 056 068 TM 000 866
Freeberg, Norman E. Reilly, Richard R.
NYC Enrollee Questionnaire (Program Completion Group).
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—12p.
Available from—Not available separately; see TM 000 865
Document Not Available from EDRS.
Descriptors—Attitude Tests, *Disadvantaged Youth, Employee Attitudes, *Employment Opportunities, Job Satisfaction, Job Training, *Questionnaires, *Rating Scales, Task Performance, Vocational Adjustment, *Work Attitudes
Identifiers—*Neighborhood Youth Corps
This questionnaire was used to gather data on the work attitudes of enrollees in the Neighborhood Youth Corps who had completed a job training program. See also TM000 865. (CK)

ED 056 069 TM 000 867
Freeberg, Norman E. Reilly, Richard R.
Former NYC Enrollee Questionnaire (Post-NYC Groups).
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—13p.
Available from—Not available separately; see TM 000 865
Document Not Available from EDRS.
Descriptors—Attitude Tests, Employee Attitudes, *Employment Opportunities, Job Satisfaction, Job Training, *Questionnaires, Rating Scales, Task Performance, *Vocational Adjustment, *Work Attitudes, *Work Experience Programs, Youth Employment
Identifiers—*Neighborhood Youth Corps
This group administered questionnaire was used to gather data on work attitudes of former NYC enrollees who had been out of the program for a period of 4 months to approximately 1 1/2 years. See also TM 000 865. (CK)

ED 056 070 TM 000 868
Freeberg, Norman E. Reilly, Richard R.
Counselor's Rating Scale: Neighborhood Youth Corps.
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—1p.
Available from—Not available separately; see TM 000 865
Document Not Available from EDRS.
Descriptors—Attitude Tests, *Behavior Rating Scales, *Counselor Acceptance, *Counselor Attitudes, *Employee Attitudes, Personality Tests, Questionnaires, Task Performance, *Work Attitudes, Work Experience Programs
Identifiers—*Neighborhood Youth Corps
The rating scale was completed by the respective counselor for individual enrollees in the Neighborhood Youth Corps. The scale contains eleven statements about enrollee behavior that are considered important in determining how well an enrollee is doing in the program. See also TM 000 865. (CK)

ED 056 071 TM 000 869
Freeberg, Norman E. Reilly, Richard R.
Work Supervisor's Rating Scale: Neighborhood Youth Corps (Male Enrollee Form).
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—2p.
Available from—Not available separately; see TM 000 865
Document Not Available from EDRS.
Descriptors—Attitude Tests, *Behavior Rating Scales, Employee Attitudes, *Males, Performance Factors, Questionnaires, Rating Scales, *Supervisors, *Task Performance, *Work Attitudes
Identifiers—*Neighborhood Youth Corps
Designed to be completed by the work supervisor for each individual male enrollee in the Neighborhood Youth Corps, the scale contains ten statements about things that work supervisors consider important about enrollee attitude and performance. See also TM 000 865. (CK)

ED 056 072 TM 000 870
Freeberg, Norman E. Reilly, Richard R.
Work Supervisor's Rating Scale: Neighborhood Youth Corps (Female Enrollee Form).
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—2p.
Available from—Not available separately; see TM 000 865
Document Not Available from EDRS.
Descriptors—Attitude Tests, *Behavior Rating Scales, Employee Attitudes, *Females, Performance Factors, Questionnaires, Rating Scales, *Supervisors, *Task Performance, *Work Attitudes
Identifiers—*Neighborhood Youth Corps
The rating scale was completed by the work supervisor for each individual female enrollee in the Neighborhood Youth Corps. The scale contains ten statements about things that work supervisors consider important about enrollee attitude and performance. See also TM 000 865. (CK)

ED 056 073 TM 000 871
Freeberg, Norman E. Reilly, Richard R.
Employer's Rating Scale. Appendix F.
Educational Testing Service, Princeton, N.J.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—PR-71-13
Pub Date Jul 71
Note—1p.
Available from—Not available separately; see TM 000 865
Document Not Available from EDRS.
Descriptors—Attitude Tests, *Behavior Rating Scales, *Employer Attitudes, *Job Skills, *Personnel Evaluation, Questionnaires, *Task Performance, Work Attitudes
Identifiers—*Neighborhood Youth Corps
This rating scale was completed by employers who were currently employing or who had previously employed Neighborhood Youth Corps personnel. See also TM 000 865. (CK)

ED 056 074 TM 000 877
Stufflebeam, Daniel L.
Critique of the Report of the Phi Delta Kappa Study Committee on Evaluation.
Pub Date 6 Feb 71
Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Book Reviews, *Decision Making, *Educational Accountability, Educational Planning, Evaluation, *Evaluation Methods, Evaluation Needs, Instrumentation, Measurement Techniques, Methodology, Models, *Symposia
An evaluative symposium conducted during the 1971 Annual Meeting of the AERA offered the following critiques on "Educational Evaluation and Decision Making," a book prepared by the Phi Delta Kappa Study Committee on Evaluation: "A Critique of the Report of the Phi Delta Kappa Study Committee on Evaluation" (Henry M. Brickell); "A Critique of the Measurement and Instrumentation Aspects of 'Educational Evaluation and Decision-Making' " (John C. Flanagan); "A Critique of the Methodology of Evaluation in the PDK Volume, 'Educational Evaluation and Decision Making' " (William B. Michael); "Evaluation: Noble Profession and Pedestrian Practice" (Michael Scriven); "Determining 'Most Probable' Causes: A Call for Re-examining Evaluation Methodology" (James L. Wardrop). (MS)

ED 056 075 TM 000 878
Thorndike, Robert M.
Method of Factor Extraction and Simple Structure of Data from Diverse Scientific Areas.
Western Washington State Coll., Bellingham.
Pub Date Sep 71
Note—13p.; Paper presented at the Annual Meeting of the Western Psychological Association, San Francisco, California, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Criteria, *Factor Analysis, *Factor Structure, Mathematical Models, *Orthogonal Rotation, *Sciences, Transformations (Mathematics)
To study the applicability of simple structure logic for factorial data from scientific disciplines outside psychology, four correlation matrices from each of six scientific areas were factor analyzed by five factoring methods. Resulting factor matrices were compared on two objective criteria of simple structure before and after rotation. Factoring methods differed in their ability to provide a simple structure for a given set of data. Scientific disciplines differed in the extent to which they provided data which could be factor analyzed, but not in the simple structure of factors obtained. Varimax rotation did not systematically improve simple structure. (Author)

ED 056 076 TM 000 880
Summary of Research Projects 1970-1971.
Educational Testing Service, Princeton, N.J.
Report No—R-No-51
Pub Date Sep 71
Note—215p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Behavior, Cognitive Development, Computer Science, Creativity Research, Cultural Differences, Disadvantaged Youth, Early Childhood Education, *Educational Research, Evaluation, Higher Education, *Human Development, Learning, Personality, Primary Education, *Psychological Studies, Psychometrics, *Research Methodology, Research Projects, *Research Reviews (Publications), Secondary Education, Social Behavior, Testing, Vocational Education
Reviews research carried on at Educational Testing Service during the period July 1, 1970 through June 30, 1971. The research areas covered are: (1) Psychological Research (human development, learning and cognition, personality, and social behavior); (2) Educational Applications (early and primary education, secondary education, higher education, graduate and professional education, cultural diversity and the disadvantaged, career and vocation, and evaluation of educational systems); and (3) Theories, Methods and Systems Research (psychometric theory, methodological research and computer studies). (CK)

ED 056 077 TM 000 881
The Implications of Double Shift Scheduling in Springfield, Illinois High Schools.
Springfield School District 186, Ill.
Pub Date Sep 71
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Problems, Attitudes, Class Attendance, Classroom Research, Cocurricular Activities, *Double Sessions, Educational Programs, *Educational Quality, Evaluation Criteria, High Schools, Morale, *Program Evaluation, *Questionnaires, *Scheduling, School Schedules, Space Utilization, Student Enrollment, Time Blocks
An evaluative study was conducted in Springfield, Illinois high schools (1) to determine the effects of the double shift scheduling that was necessitated by severely overcrowded conditions and (2) to provide accurate and objective information from which rational judgements could be made. (CK)

ED 056 078 TM 000 882
Double Shift Evaluation: Parent Questionnaire.
Springfield School District 186, Ill.
Pub Date Sep 71
Note—2p.
Available from—Not available separately; see TM 000 881
Document Not Available from EDRS.
Descriptors—*Double Sessions, Evaluation Criteria, High Schools, *Parent Attitudes, *Program Evaluation, *Questionnaires, Rating Scales, Scheduling, *School Schedules, Student Enrollment
This 13-item parent questionnaire is part of a study conducted in the Springfield, Illinois high schools to evaluate the double shift scheduling program instituted there. Parents' reactions and

opinions concerning the new scheduling technique are determined by a combination of forced-choice and open-ended questions. See also TM 000 881, 883-884 for information on the study, and examples of student and faculty questionnaires. (CK)

ED 056 079 TM 000 883
Double Shift Evaluation: Student Questionnaire.
Springfield School District 186, Ill.
Pub Date Sep 71
Note—3p.
Available from—Not available separately; see TM 000 881
Document Not Available from EDRS.
Descriptors—*Double Sessions, Evaluation Criteria, High Schools, *Program Evaluation, *Questionnaires, Rating Scales, Scheduling, *School Schedules, *Student Attitudes, Student Enrollment, Student Opinion, Student Reaction
This 15-item student questionnaire is part of a study conducted in the Springfield, Illinois high schools to evaluate the double shift scheduling program instituted there. Students' reactions and opinions concerning the new scheduling technique are elicited by the forced-choice and open-ended items. See also TM 000 881-882, 884 for information on the study, and examples of parent and faculty attitude questionnaires. (CK)

ED 056 080 TM 000 884
Double Shift Evaluation: Faculty Questionnaire.
Springfield School District 186, Ill.
Pub Date Sep 71
Note—4p.
Available from—Not available separately; see TM 000 881
Document Not Available from EDRS.
Descriptors—*Double Sessions, Evaluation Criteria, High Schools, *Program Evaluation, *Questionnaires, Rating Scales, *Scheduling, School Schedules, Student Enrollment, *Teacher Attitudes
This 32-item faculty questionnaire is part of a study conducted in the Springfield, Illinois high schools to evaluate the double shift scheduling program instituted there. Teachers' reactions and opinions on the new scheduling technique are determined by the forced-choice and open-ended items. See also TM 000 881-883 for information on the study, and examples of parent and student attitude questionnaires. (CK)

ED 056 081 TM 000 885
Flaugher, Ronald L.
Minority Versus Majority Group Performance on an Aptitude Test Battery. Project Access Research Report No. 3.
Educational Testing Service, Princeton, N.J.
Report No—CEEB-RDR-71-72-1; RB-71-48
Pub Date Aug 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, *Aptitude Tests, Caucasians, *Cognitive Ability, *Comparative Analysis, *Group Intelligence Tests, Mathematics, Mexican Americans, *Minority Groups, Negroes, Sex Differences, *Testing Problems, Test Reliability, Test Validity, Verbal Ability
Identifiers—Orientals, *Project Access
Black students from two cities and Mexican-American students, both male and female, showed small but consistent tendencies to perform better, relative to White groups, on three nontraditional measures: tests of inductive reasoning, spatial scanning, and associative memory. These measures showed somewhat less discrepancy between the groups than did tests of the more traditional verbal and mathematical aptitudes. The results seemed compatible with the suggestions of the Commission on Tests to expand the number of measures included in traditional testing programs. Other measures of these same aptitudes, and their validities, remain to be explored in this context.

ED 056 082 TM 000 886
Rosen, Pamela Horne, Eleanor V.
Language Development Tests: An Annotated Bibliography.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date Aug 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Grade 1, Grade 2, Grade 3, *Language Development, Language Skills, *Language Tests, Library Collections, *Preschool Children, Preschool Programs, Preschool Tests, *Primary Grades, Testing Programs, Test Reviews, Tests
Identifiers—*Head Start Test Collection
Brief annotations of currently available language development measures appropriate for use with preschool children as well as with lower elementary grade children (grades 1 through 3) are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. (CK)

ED 056 083 TM 000 887
Guthrie, P. D. Horne, Eleanor V.
School Readiness Measures: An Annotated Bibliography.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date Aug 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Aptitude Tests, Learning Readiness, Library Collections, Maturation, *Preschool Children, Preschool Tests, *Primary Grades, Readiness (Mental), *School Readiness Tests, Testing Programs, *Test Reviews, Tests
Identifiers—*Head Start Test Collection
Brief annotations of currently available general school readiness measures are presented. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the instruments which indicates the ages for which each is suitable is also included. (CK)

ED 056 084 TM 000 888
Rosen, Pamela Horne, Eleanor V.
Tests for Spanish-Speaking Children: An Annotated Bibliography.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date Aug 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Intelligence Tests, Library Collections, Personality Tests, *Preschool Tests, *Primary Grades, *Spanish Speaking, Test Reviews, *Tests
Identifiers—*Head Start Test Collection
Brief annotations of currently available instruments appropriate for use with Spanish-speaking children are presented. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are given. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization. An alphabetical listing of the tests which indicates the ages for which each is considered suitable is also included. (CK)

ED 056 085 TM 000 889
Guthrie, P. D. And Others
Measures of Social Skills: An Annotated Bibliography.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date Aug 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Attitude Tests, Behavior Development, Behavior Rating Scales, Diagnostic Tests, Grade 1, Grade 2, Grade 3, *Interpersonal Competence, Library Collections, Personality Assessment, Personality Tests, *Preschool Children, Preschool Tests, *Primary Grades, Racial Attitudes, Rating Scales, Social Attitudes, Socialization, Social Maturity, Test Reviews, *Tests
Identifiers—*Head Start Test Collection
Brief annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears. (Author/CK)

ED 056 086 TM 000 890
Ball, Samuel
Assessing the Attitudes of Young Children Toward School.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date Aug 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitude Tests, Classroom Observation Techniques, *Evaluation Techniques, Grade 1, Grade 2, *Preschool Children, Preschool Evaluation, Preschool Programs, Preschool Tests, *Primary Grades, Rating Scales, *School Attitudes, Student Adjustment, *Student Attitudes, Teacher Attitudes, Testing, Testing Problems
Identifiers—*Head Start Test Collection
This paper presents an overview of the state of the art in attitude assessment of young children toward school and school-related activities. The focus is on preschool children, aged four, through second grade children. Various problems of attitude assessment are presented and techniques of attitude measurement such as (1) teacher ratings, (2) rating children under simulated conditions, (3) pupil's self-report and (4) non-reactive unobtrusive measures are discussed. (CK)

ED 056 087 TM 000 891
Harvill, Leo M.
Forced Choice Scale.
South Dakota Univ., Vermillion. School of Education.
Spons Agency—South Dakota Univ., Vermillion.
Pub Date May 71
Note—3p.
Available from—Not available separately; see TM 000847
Document Not Available from EDRS.
Descriptors—*Arithmetic, Art, *Attitude Tests, Educational Attitudes, *Forced Choice Technique, Grade 2, Grade 3, *Primary Grades, *Rating Scales, Reading, Response Style (Tests)
This ipsative scale is composed of triads of statements concerning school tasks. The tasks are: write a story, write the alphabet, read a story, paint a picture, add numbers, subtract numbers, and write the numbers from 1 to 20. The triples are composed with each of the three arithmetic tasks combined with all possible pairs of the four non-arithmetic tasks for a total of 18 triads. The child is asked to put an X by the activity that he likes best and a 0 by the one that he likes least. See also TM 000847, 000 892, 000 893. (Author/CK)

ED 056 088 TM 000 892
Harvill, Leo M.
Millimeter Scale.
South Dakota Univ., Vermillion. School of Education.
Spons Agency—South Dakota Univ., Vermillion.
Pub Date May 71
Note—3p.
Available from—Not available separately; see TM 000 847
Document Not Available from EDRS.
Descriptors—*Arithmetic, Art, *Attitude Tests, *Educational Attitudes, Grade 2, Grade 3, *Primary Grades, *Rating Scales, Reading, Response Style (Tests)
This absolute scale contains nine times, each of which consists of a 100 millimeter vertical line with small division marks every 25 millimeters with the words "high" at the top and "low" at the bottom of the line. Above each of the vertical

lines is a word or phrase. For the second grade scale these words are: arithmetic, counting, adding, writing numbers,reading, playing, subtracting, art, and word problems. The scale for the third grade does not include counting, instead, the term multiplying is added. The child is asked to repond to each term by placing a short horizontal line across the vertical line to indicate the degree of his attitude. See also TM 000 847; 000 891, 000 893. (Author/CK)

ED 056 089 TM 000 893
Harvill, Leo M.
Box Scale.
South Dakota Univ., Vermillion. School of Education.
Spons Agency—South Dakota Univ., Vermillion.
Pub Date May 71
Note—2p.
Available from—Not available separately; see TM 000 847
Document Not Available from EDRS.
Descriptors—*Arithmetic, Art, *Attitude Tests, *Educational Attitudes, Grade 2, Grade 3, *Primary Grades, *Rating Scales, Reading, Response Style (Tests)
This second grade scale contains ten items related to arithmetic and one item related to each of the following topics: reading, art, and playing. The third grade scale, which is not included, follows a similar format although the items do differ somewhat in content. Each question ir followed by five boxes of succeedingly smaller size. The child indicates the degree of his like or dislike by the size of the box he picks. Each item is scored on the basis of one point for a mark in the smallest box on up to five points for a mark in the largest box. See also TM 000 847, 000 891, 000 892. (Author/CK)

ED 056 090 24 TM 000 896
Green, Donald Ross
Racial and Ethnic Bias in Test Construction. Final Report.
CTB/McGraw Hill, Monterey, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-1-033
Pub Date 24 Sep 71
Contract—OEC-9-70-0058(057)
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Achievement Tests, Caucasians, Data Analysis, Disadvantaged Youth, Ethnic Groups, Grade 1, Grade 3, Grade 5, Grade 8, Grade 10, *Item Analysis, *Mexican Americans, Minority Group Children, *Negroes, Racial Discrimination, Rural Youth, Suburban Youth, *Test Bias, *Test Construction, Test Reliability, Test Validity, Urban Youth
Identifiers—California Achievement Tests
To determine if tryout samples typically used for item selection contribute to test bias against minority groups, item analyses were made of the California Achievement Tests using seven subgroups of the standardization sample: Northern White Suburban, Northern Black Urban, Southern White Suburban, Southern Black Rural, Southern White Rural, Southwestern Mexican Urban and Southwestern Anglo-American Suburban. The best half of the items in each test were selected for each group. Typically about 30% of the items in the upper half of the distribution of item-test correlations for a group on a test did not meet this criterion with another group. By this criterion minority groups were relatively similar as were the three suburban groups. The resulting unique item tests did not correlate well with each other. Scores of minority groups were relatively better on the selected items. Thus, standard item selection procedures produce tests best suited to groups like the majority of the tryout sample and are therefore biased against other groups to some degree. This degree varies. Ways to minimize this bias need to be developed. (Author/MS)

ED 056 091 TM 000 898
Gugel, Ray And Others
Student Opinion Survey: 1970. An Interim Report to the Columbus Board of Education.
Columbus Public Schools, Ohio. Div. of Special Services.
Pub Date 26 Aug 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cocurricular Activities, Factor Analysis, High School Curriculum, *High School Students, *Rating Scales, School Environment, *School Surveys, Student Attitudes, Student Government, *Student Opinion, *Student School Relationship, Student Teacher Relationship
The results of the high school student opinion survey for 1970 are discussed. Degrees of satisfaction for perception of curriculum, school image, school rules, and staff student relations are presented. A summary of findings on specific items such as classroom activities and procedures; opinions on changes in facilities and rules; effectiveness of student government; study halls; school activities; and assistance with personal problems is included. (MS)

ED 056 092 TM 000 899
Instrument for Evaluation of Teacher Salary Schedules, 1969-70.
National Education Association, Washington, D.C. Research Div.
Pub Date 69
Note—18p.
Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036 (Stock No. 431-22816 HC $0.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bachelors Degrees, *Evaluation Techniques, Masters Degrees, *Rating Scales, *Salary Differentials, *Teacher Salaries, Teaching Experience, *Tests
This evaluation instrument consists of ten tests checking: 1) Bachelor's degree minimum scheduled salary; 2) spread between bachelor's degree and master's degree levels; 3) amount scheduled for master's degree class at highest step; 4) maximum salary for six years of preparation; 5) maximum salary for highest preparation level not requiring a doctor's degree; 6) ratio of minimum salary for master's degree to minimum for bachelor's degree; 7) ratio of maximum salary for master's degree class to minimum salary for bachelor's degree class; 8) ratio of maximum salary for six years of preparation to minimum for bachelor's degree; 9) average annual increment for master's degree salary class as a percent of bachelor's degree minimum scheduled salary; 10) salary recognition for advanced preparation beyond bachelor's degree. A score sheet for summarizing total scores and a form for graphic presentation are included. (MS)

ED 056 093 TM 000 903
Bebeau, E. Charles
Development and Validation of a Scale to Measure Treatment Effectiveness in Psychotherapy.
Fort Logan Mental Health Center, Denver, Colo.
Report No—RR-PN-10
Pub Date May 71
Note—19p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association, Denver, Colorado, May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Criterion Referenced Tests, *Evaluation Criteria, Medical Treatment, *Program Effectiveness, Program Evaluation, *Psychotherapy, *Rating Scales, Self Evaluation, Test Construction, Test Reliability, *Test Validity
The criterion issues in the area of outcome research in psychotherapy were addressed and reviewed. Through this review of previous outcome research, it was determined that three basic criterion areas related best to traditional outcome variables such as therapist and community informant ratings, length of stay, and rehospitalization. These three criteria were: (1) satisfaction with self, (2) satisfaction with interpersonal relations, and (3) satisfaction with the therapeutic outcomes. With this impetus, an eighteen item scale was developed to measure the present state, and the magnitude and direction of change of the three criterion areas. The scale was administered to eighty-six former physchiatric patients from Fort Logan Mental Health Center. The scale was found to be extremely reliable and internally consistant. As a partial validation of the scale, a subsample of community informants' ratings on the treatment effectiveness scale was correlated with patient ratings. High correlations indicated partial validation of the instrument (Author)

ED 056 094 TM 000 905
Vitola, Bart M. Wilbourn, James M.
Comparative Performance of Male and Female Enlistees on Air Force Selection Measures.
Air Force Human Resources Lab., Lackland AFB, Tex.
Report No—AFHRL-TR-71-9
Pub Date Feb 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Comparative Analysis, *Comparative Testing, Military Air Facilities, *Occupational Tests, Performance Factors, *Sex Differences, Test Reliability
Identifiers—Airman Qualifying Examination, Armed Forces Qualification Test, Armed Forces Womens Selection Test, Armed Services Vocational Aptitude Battery, *United States Air Force
Male and female enlistee samples were compared for total groups and by enlistment region in terms of their performance on the Airman Qualifying Examination (AQE) and the Armed Services Vocational Aptitude Battery (ASVAB). Women in the Air Force (WAF) test-retest performance was evaluated on the Armed Forces Women's Selection Test (AFWST) which is used throughout the Department of Defense. WAF performance on the AFWST was compared with their performance on the Armed Forces Qualification Test (AFQT), the instument currently used to establish the mental ability level of males entering the military services. It was found that mean aptitude indexes have increased over time for both male and female enlistees on the AQE and the ASVAB. A positive relationship was demonstrated between level of education and aptitude index. Regional aptitude patterns for WAF did not conform to those traditionally found for male enlistees. A significant difference was found in WAF performance in a test-retest situation for both the AQE and the AFWST. WAF performance on the AFQT was somewhat lower than that of male enlistees, with the difference attributed primarily to the lower achievement by the WAF on the Mechanical Comprehension subtest. (Author)

ED 056 095 TM 000 906
Freeberg, Norman E. Creech, F. Reid
Development of Measures for a Driver Licensing Program in the State of North Carolina. Phase I Information.
Educational Testing Service, Princeton, N.J.
Spons Agency—North Carolina Univ., Chapel Hill.
Report No—PR-71-14
Pub Date Jul 71
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Driver Education, Factor Analysis, Item Analysis, *Predictive Validity, *Program Evaluation, Sex Differences, *Testing Programs, Test Reliability, *Traffic Safety
Identifiers—*Driver Examinations
Measurement properties of the written rules tests were examined to determine their suitability for assessing driver knowledge and skill. It was concluded that the tests, as measurement tools for granting or renewing a driver's license, were not adequate. Recommendations for test improvement and a sample test copy are included. (AG)

ED 056 096 TM 000 907
Pascale, Pietro J.
Innovations in Item Scoring Procedures.
Pub Date [71]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Oriented Programs, *Educational Diagnosis, *Educational Innovation, Item Analysis, Multiple Choice Tests, *Response Style (Tests), *Scoring, Scoring Formulas, Testing Problems, Test Reliability, Test Validity, Thought Processes, Weighted Scores
Identifiers—*Confidence Testing
This brief review explains some alternate scoring procedures to the classical method of summing correct responses. The novel procedures attempt in some way to retrieve and use even the information in the wrong responses. (Author)

ED 056 097 TM 000 909
Livingston, Samuel A. Stanley, Julian C.
What is the True Coefficient of Partial Correlation?

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-107
Pub Date Jul 71
Grant—OEG-2-7-061610-0207
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Multiple Regression Analysis, *Statistical Analysis, *True Scores
Although partial correlation is a correlation of residuals, the correlation of the true-score components of these residuals is not equivalent to the partial correlation of the true scores themselves. The source of this discrepancy is explained and its implications are briefly discussed. (Author)

ED 056 098 TM 000 910
Boldt, Robert F.
A Simple Confidence Testing Format.
Educational Testing Service, Princeton, N.J.
Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo.
Report No—RB-71-42
Pub Date Sep 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Guessing (Tests), *Multiple Choice Tests, *Response Style (Tests), *Scoring Formulas, Statistical Analysis, Test Interpretation
Identifiers—*Confidence Testing
This paper presents the development of scoring functions for use in conjunction with standard multiple-choice items. In addition to the usual indication of the correct alternative, the examinee is to indicate his personal probability of the correctness of his response. Both linear and quadratic polynomial scoring functions are examined for suitability, and a unique scoring function is found such that a score of zero is assigned when complete uncertainty is indicated and such that the examinee can expect to do best if he reports his personal probability accurately. A table of simple integer approximations to the scoring function is supplied (Author)

ED 056 099 24 TM 000 915
Hilton, Thomas L.
Vocational Development Interview Schedule--Form A.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—PR-71-11
Bureau No—BR-6-1830
Pub Date Mar 71
Grant—OEG-1-6-061830-0650
Note—10p.
Available from—Not available separately; see TM 000 861
Document Not Available from EDRS.
Descriptors—*Adjustment (to Environment), *Career Choice, Community Colleges, *Decision Making, High School Students, *Interviews, Occupational Choice, Rating Scales, Vocational Counseling, *Vocational Development
This interview schedule is part of an intellectual growth and vocational development study. The open-ended interview, with probes and directions for the interviewer interspersed, consists of three parts: Section A: Occupational Plans and Perceptions; Section B: Coping Behavior; and Section C: Degree of Commitment to Vocation and Avocation. The purpose of the interview is to discern how community college or high school students perceive occupations and make decisions about their careers. See also TM 000 861-864 and TM 000 916. (CK)

ED 056 100 24 TM 000 916
Hilton, Thomas L.
Vocational Development Interview Schedule--Form C.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—PR-71-11
Bureau No—BR-6-1830
Pub Date Mar 71
Grant—OEG-1-6-061830-0650
Note—9p.
Available from—Not available separately; see TM 000 861
Document Not Available from EDRS.
Descriptors—*Career Choice, Community Colleges, Decision Making, High School Students, *Interviews, Job Satisfaction, *Occupational Aspiration, Occupational Choice, Rating Scales, *Values, Vocational Counseling, *Vocational Development
This interview schedule is part of an intellectual growth and vocational development study. It consists of five sections each designed to assess various aspects of student satisfaction and the value attached to different occupations. See also TM 000 861-864, and TM 000 915. (CK)

ED 056 101 08 TM 000 920
Popham, W. James
Providing Wide Ranging, Diversely Organized Pools of Instructional Objectives and Measures. Final Report.
California Univ., Los Angeles.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0563
Pub Date Sep 71
Grant—OEG-0-9-140563-4635(085)
Note—197p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classification, *Educational Objectives, Educational Planning, Elementary Grades, Field Studies, Information Retrieval, *Information Storage, Instructional Improvement, Parent Attitudes, *Quality Control, *Rating Scales, Student Attitudes, Study Skills, Teacher Attitudes, *Test Construction
Identifiers—*Instructional Objectives Exchange
This report describes a two-year project designed (1) to develop collections of measurable instructional objectives and related assessment procedures, (2) to devise methods for improving quality control of such materials, and (3) to consider alternative schemes for categorizing these objectives and related measures. As a consequence of the project, 28 separate collections of instructional objectives and related test measures were produced, in all, over 2,000 objectives and more than 7,000 test items to measure these objectives. During the period of the project's existence, well over 30,000 separate collections had been distributed to American educators. Regarding quality control, both reviewer-based and "selection-assistance" strategies were used during the project to improve the quality of objectives. In particular, the situation-assistance strategy involving ratings of extant objectives by various clienteles, e.g., students, parents, and teachers, was extensively field tested. For test items, both a priori and a posteriori procedures were employed with certain advantages noted for each. An extensive analysis of competing classification schemes failed to yield any markedly innovative category systems which appeared particularly useful. Nonetheless, recommendations were reached for revised classifications of objectives in the various collections, chiefly on the basis of more limited numbers of content general objectives. (Author)

ED 056 102 TM 000 944
State Educational Assessment Programs.
Educational Resources Information Center, DIR.; Educational Testing Service, Princeton, N.J.; Education Commission of the States, Denver, Colo.
Pub Date Sep 71
Note—100p.
Available from—Advisory and Instructional Programs, Educational Testing Service, Princeton, N. J. 08540 (HC $4.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Behavioral Objectives, Communication Problems, *Educational Accountability, Educational Needs, Educational Objectives, Educational Planning, Educational Problems, *Evaluation, Financial Policy, Interviews, Learning, Models, Program Coordination, School Funds, *State Programs, *State Surveys, *Testing Programs
A summary of the educational assessment activities (as of early 1971) in each of the fifty states and District of Columbia is given. Information was gathered through interviews held in each state by staff members of ETS. Similarities in the activities of many states include the setting of statewide educational goals, application of a planning-programming-budgeting system to educational assessment, establishment of statewide testing programs, assessment of non-cognitive development, measuring various influences on learning, influence of the National Assessment Model, and a trend toward more centralized control of programs. Problems generally concern a lack of communication and coordination, relation of assessment data to financial incentives, the handling of sensitive data, and confusion and conflict about goals. (MS)

UD

ED 056 103 UD 010 701
Brown, Walter L.
A Communications Institute for Elementary Teachers Serving Disadvantaged Children in Desegregated Schools.
West Virginia Wesleyan Coll. Buckhannon, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 66
Contract—OEC-2-6-000188-2007
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Communication, Biracial Elementary Schools, *Culturally Disadvantaged, Elementary School Teachers, *Inservice Teacher Education, *Institutes (Training Programs), *School Integration, Summer Institutes
Identifiers—West Virginia
The participants included both in-service teachers and student teachers at the elementary level who were selected partially on the basis of their recognition of problems relative to the disadvantaged. This was a bi-racial institute, however, representation from wide geographical areas was one of the selection criteria. It was held at West Virginia Wesleyan College during the summer of 1966. [Six pages of appended copyrighted material have been deleted from the document.]

ED 056 104 UD 010 702
Institute on Human Relations and Attitudes in West Virginia as These Affect Public School Education: Report, Evaluation, and Action Suggestions; and Followup From Field Interview in Nineteen West Virginia Counties.
West Virginia Wesleyan Coll. Buckhannon, W. Va.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Aug 68
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, *Change Agents, Changing Attitudes, *Human Relations, *Institutes (Training Programs), Intergroup Relations, Public Schools, Race Relations, *School Administration, *School Integration
Identifiers—West Virginia
The Institute was held during the summer of 1968 at the campus of West Virginia Wesleyan College to explore problems and opportunities in integrated, interethnic education. The participants were 54 school board members, school superintendents, and other administrators representing more than half of the county school systems of West Virginia. (Author)

ED 056 105 UD 010 707
Duke, Ralph L.
Institute for Administrators, Counselors, and Teachers on Selected Problems Occasioned by School Desegregation and Integration.
Delaware Univ., Newark. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 31 Aug 66
Contract—OEC-EOP-SS66-2-97-680
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biracial Schools, Counselors, *Institutes (Training Programs), Intergroup Relations, *Race Relations, School Administration, *School Integration, Teacher Education, Teachers
Identifiers—New Jersey
This institute was comprised of three phases: planning, training, and follow-up from April, 1966 through October 1967. Administrators were trained in staff utilization, counselors dealt with typical interracial counseling problems, and teachers were involved in developing educational

experiences for the newly desegregated classroom. Among the procedures were work groups, panels, tele-lectures, and sensitivity training. (Author/CB)

ED 056 106 UD 010 711
Swearingen, Mildred E. And Others
[Institute Training Programs on Problems of School Desegregation: Interim Report, Final Report, and Followup Conference.]
Florida State Univ., Tallahassee. Dept. of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 66
Contract—OEC-5-37-047
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biracial Schools, *Institutes (Training Programs), Intergroup Relations, *Principals, *Race Relations, School Administration, *School Integration
Identifiers—Florida
The objectives of the Institute were to provide selected elementary school principals of North Florida, Southwest Georgia, and Southeast Alabama with information, insights, and skills necessary to cope with problems arising from school desegregation. The participants within the service area of Florida State University were involved in twenty formal training sessions of lectures, discussion, case studies, role playing, and individual study. In the concluding follow-up conference to the Institute programs there were three groups represented in separate institutes: elementary school principals, secondary school principals, and supervisors and curriculum specialists. The programs took place from September, 1965 through August, 1966. (Authors)

ED 056 107 UD 010 713
"Education and Race Relations" Inservice Training Course: Final Technical Report, Summary Statement of the College Coordinator for the Television Course, Report on Dissemination Efforts, and Evaluation.
Massachusetts State Dept. of Education, Boston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 11 Aug 67
Grant—OEG-36-31-EO16
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Broadcast Television, *Changing Attitudes, Course Evaluation, *Educational Television, Inservice Teacher Education, *Institutes (Training Programs), Intergroup Relations, *Race Relations, School Integration, Teacher Education, *Telecourses, Television
Identifiers—Boston, WGBH-TV
This program utilized a series of films for inservice training of high school teachers in the Boston Metropolitan Area. The course was developed by the Lincoln-Filene Center for Citizenship and Public Affairs and was televised by WGBH-TV in Boston. The series of 28 broadcasts were divided as follows: the initial 45-minute program contained the substantive presentation by an expert in his field; the second program two days later was a discussion by teachers and experts of the presentation given earlier. The planning, the production of the syllabus, and the broadcasts took place in 1965-1966. [Twelve graphs supportive of the final report section have been deleted from this document due to poor reproducibility.] (Authors/CB)

ED 056 108 UD 010 714
Dexter, Gene
An In-Service and Advisory Assistance Program Relating to the Problems Coincident With and Incident to the Process of Desegregation of Schools in the Kansas City, Missouri, School District.
Kansas City School District, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 67
Grant—OEG-4-7-000079-4377
Note—269p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Culturally Disadvantaged, *Curriculum Planning, *Inservice Teacher Education, *Institutes (Training Programs), *School Integration, Teaching Methods, Teaching Techniques, Urban Teaching
Identifiers—Kansas City, Missouri
This project was conducted for sixty members of the Paseo High School staff. The general objective for this workshop was to acquaint teachers with the social and psychological context of desegregation and with some approaches to teaching learners in situations of educational disadvantage. The participants met for three hour sessions five times in February and March of 1967. Resource persons were called upon to give lectures, demonstrations, and lead large and small group discussions. (Author)

ED 056 109 UD 010 720
Logan, Eleanor M. And Others
Special Training Institute for Problems of School Desegregation; Intergroup Relations Institute for Secondary School Personnel. Interim Report.
Pennsylvania Military Colleges, Chester.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 14 Sep 65
Contract—OEC-5-37-050
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biracial Schools, Curriculum Planning, Inservice Teacher Education, *Institutes (Training Programs), *Intergroup Relations, Reading, *School Integration, *Secondary School Teachers, Teaching Methods, *Teaching Techniques
Identifiers—Chester, Pennsylvania
This intergroup institute was comprised of thirty secondary school teachers of the City of Chester, Pennsylvania who were chosen because of the need for teachers to be trained in the attitudes and skills most useful for desegregation, so that they may be change agents among the faculty; others needed assistance because of special problems in their classrooms. The training phase, held during the summer of 1965 consisted of three sessions daily: dynamics of democracy; reading and study skills; and, coordinating seminar. (Author/CB)

ED 056 110 UD 010 724
Martin, Ralph
A Training Institute to Improve the Effectiveness of Seventy-Five Secondary Teachers of English and Reading in Desegregated Schools in the East Tennessee Region. Final Report.
Knoxville Coll., Tenn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 28 Feb 67
Contract—OEC-2-6-000139-2014
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Inservice Teacher Education, *Institutes (Training Programs), Language Teachers, *Race Relations, *School Integration, *Secondary School Teachers
Identifiers—Tennessee
The Institute was comprised of 75 language arts teachers who were divided into five groups based on their regular school assignment. A master teacher was responsible for each group who showed effective teaching behavior and carried out basic objectives. There were also specialists in the areas of education, occupations, programmed learning, art, media, and materials. Consultants and guest lectures presented topics concerning human relations and linguistics. The Institute was held during July, 1966. (Author/CB)

ED 056 111 UD 010 727
Anderson, Robert T. Lee, Nathaniel
Inter-Racial In-Service Program Designed to Increase the Educational Opportunities of the Children in the Richmond Public Schools, July 1, 1965-June 30, 1966; and February 1, 1968-December 31, 1968.
Richmond Public Schools, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Grant—OEG-0-8-000230-2998(036)
Note—283p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Biracial Schools, Changing Attitudes, Communication (Thought Transfer), Curriculum Planning, Educational Quality, Equal Education, Inner City, *Inservice Teacher Education, *Institutes (Training Programs), *Intergroup Relations, Leadership Training, *Race Relations, Reading Improvement, *School Integration, Social Sciences, Speech Improvement, Urban Teaching
Identifiers—Virginia
The objectives of the Institute were to improve the educational programs offered to all children in the Richmond Public Schools, and to assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the environment in which they teach. Thirty-one different groups were involved during 1965-1966; each had an instructor selected for their competence in a subject area. The program centered around six content areas: Communication; Development of Future Leaders; Leadership Development; Reading Improvement; Social Science; and, Speech Improvement. Also included is a Final Report concerned additionally with the employment of "Advisory Specialists", a team of urban experts to help prevent resegregation and to recruit competent personnel for desegregated faculties. [Seven pages of copyrighted material, "News clippings on the Urban Team Report," have been deleted from the 1968 report section of the document.] (Author/CB)

ED 056 112 UD 010 731
Leibson, Edward
Problems Incident to De Facto School Segregation: An Action Approach. Institute Training Program. Final Report
Wayne State Univ., Detroit, Mich. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 67
Contract—OEC-3-6-000169-1940
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biracial Schools, Change Agents, *Changing Attitudes, Educational Change, Information Dissemination, Inservice Teacher Education, *Institutes (Training Programs), Integration Plans, *School Integration, Social Action, *Social Change
Identifiers—Michigan
A total of 99 participants were involved in the training phase of this Institute during August, 1966 and the follow-up phase from August, 1966 through July, 1967. They represented a small number of school connected lay committees, school board members, administrators, and a larger number of teachers in seven Michigan school systems. The planned program was broadly comprehensive in scope; teacher and lay participants were action oriented. The objectives of the Institute were to develop an understanding of educational problems incident to de facto segregation, to develop teams at two levels of authority as disseminators of goals and content of the Institute, to present a variety of approaches of social change in the school organization, and to help participants to conduct seminars and services implementing the Institute's goals. (Author/CB)

ED 056 113 UD 010 734
Lovell, John T. And Others
Special Training Institute for Educational Leaders and Other Community Leaders to Work on Problems Arising From Desegregation of Public Schools. Final Report.
Auburn Univ., Ala. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 1 Dec 66
Contract—OEC-5-37-045
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Responsibility, *Administrator Role, *Board of Education Role, Educational Strategies, *Institutes (Training Programs), Public Schools, Race Relations, School Administration, *School Integration
Identifiers—Alabama
Administrators, supervisors, and guidance counselors comprised the membership of this institute held from September 1, 1965 through August 31, 1966. The objectives were mainly "-problem" oriented. The development of strategies for problem solving, and the evaluation of legal requirements involved in school desegregation were dealt with by the participants. (Authors/CB)

ED 056 114 UD 010 751
Krumbein, Eliezer And Others
Institute of Administrative Leadership in School Desegregation and Equal Education Opportunity. Final Report.
Illinois Univ., Chicago. Coll. of Education.; Northeastern Illinois State Coll., Chicago. Center for Inner City Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 69
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Responsibility, *Administrator Role, Community Leaders, Community Problems, *Community Study, Equal Education, *Institutes (Training Programs), *Leadership, *School Integration
Identifiers—Illinois

The principal goals of the Institute were to implement equality of educational opportunity and school desegregation in eight Illinois communities, through the training of eight Community Teams, consisting of professional public school leaders and community leaders. The initial status of each community, the processes in which they engaged to identify their problems and remedy them, a report on education in the communities at the end of the funding period, and prognoses for the future are described. The Institute took place from April 1, 1967 through June 30, 1968. [Four pages of coperighted material have been deleted from the document.] (Authors)

ED 056 115 UD 010 752
Myers, Robert B.
Problems in School Desegregation: Two Summer Institutes for School Leaders.
Florida Univ., Gainesville.
Pub Date 25 Aug 65
Contract—OEC-5-37-018
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Civil Rights Legislation, *Institutes (Training Programs), *Integration Methods, Integration Plans, *Leadership, *School Integration, Summer Institutes
Identifiers—Florida

The objectives of the program were to assist 24 teams averaging five leaders per team to plan the strategy and procedures of desegregation in their school systems. This was accomplished by being briefed on the provisions of the Civil Rights Bill, by analyzing the problems incident to desegregation in their own school system, and by formulating plans for the orderly desegregation of their schools. The participants were provided with theoretical exploration to increase their understandings of communication, leadership, formation and reconstruction of attitudes, analysis of the nature of prejudice, curricular implications of desegregation, instructional implications of desegregation, and school organization. The training phases were from June 14-July 2, 1965 and from July 12-July 30, 1965. A follow-up phase began August 1, 1965 and ended July 31, 1966. [For 1966 report, see ED 028 229.] (Author)

ED 056 116 UD 010 763
King, George D.
A Special In-Service Training Institute for the Preparation of Teachers for Effective Service and Leadership in Desegregated Schools. Final Technical Report.
Paine Coll., Augusta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 20 May 67
Grant—OEG-2-7-000244-2720
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Differences, *Inservice Teacher Education, *Institutes (Training Programs), *Intergroup Relations, *Race Relations, *School Integration
Identifiers—Georgia

The participants for the Institute consisted of well-experienced classroom teachers from representative secondary schools in Georgia and South Carolina. There were a total of 40 teachers and counselors. It was felt that these teachers would experience, for the first time, the need to concern themselves with the socio-cultural backgrounds of diverse pupils. Moreover, these teachers lacked the necessary preparation for guiding pupils toward an understanding of the eclectic characteristics of a society because of a lack of experience in intergroup relations. This training program was designed in order to remedy these gaps in teacher preparation. The Institute was held on Saturdays between January 4, and March 17, 1967. (Author)

ED 056 117 UD 010 766
Jackson, Jonathan Kirkpatrick, David
Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools, June 12-July 14, 1967. A Report.
Clark Coll., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 67
Contract—OEC-2-6-000166-1966
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counselors, *Cultural Factors, Culturally Disadvantaged, Human Relations, *Inservice Teacher Education, *Institutes (Training Programs), Leadership, Race Relations, *School Integration, *Teacher Attitudes
Identifiers—Georgia

Forty guidance counselors and teacher-counselors, who were interested in improving their skill and competence in dealing with desegregation problems, met for a period of five weeks from June 12 to July 14, 1967. The main content of the Institute program consisted of classroom and practice experiences: (a) the classroom courses were concerned with the psychology and sociology of school desegregation, and the dynamics of race relations; (b) the practice experience centered on a human relations practicum, "T" groups, and the use of audio-visual materials. (Author)

ED 056 118 UD 010 771
Levine, Daniel U.
Special Institute on School Desegregation: An Institute to Help Educators Maximize Educational Opportunity, August 2-13, 1965. Final Report.
Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 66
Contract—OEC-5-37-031
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Awareness, Cultural Factors, Educational Disadvantagement, *Educational Opportunities, Educational Quality, *Human Relations, *Inservice Teacher Education, *Institutes (Training Programs), Intergroup Relations, *School Integration, Teaching Methods
Identifiers—Missouri

Of the eighty-two participants who attended the institute from August 2 to August 13, 1965, fifty-three were classroom teachers from the elementary and secondary levels. Administrators and other school personnel made up the remainder of those enrolled. The primary objectives of the Institute were as follows: (1) understand the historical background and the social-psychological context of conditions resulting in educational disadvantage; (2) consider special approaches to meet the education needs of minority-group youngsters; and, (3) discover ways to improve human relationships in desegregated classrooms. [Parts of this document may not be clearly legible on reproduction due to the print quality of the original.] (Author/CB)

ED 056 119 UD 010 772
Lovejoy, Gordon W.
"Into the Main Stream...;" Institute I--the Changing Community, June 7-July 2, 1965.
Tulsa Univ., Okla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 6 Aug 65
Contract—OEC-5-37-005
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Study, Human Relations, Inservice Teacher Education, *Institutes (Training Programs), *School Integration, *Social Change, *Urban Culture, Urban Schools
Identifiers—Oklahoma

The Institute was held from June 7 through July 2, 1965 and was designed to be the first in a series of related but independent institutes for school personnel in Eastern Oklahoma and Western Arkansas concerned with changing patterns of human relations. The single, basic objective was to assist participants in understanding those forces of change at work within the contemporary community which assist schools to desegregate and those which retard or delay school desegregation. Seventy-one participants were principals and forty-four were teachers. An underlying assumption of the program is that Institute members have more interest in human relations than real knowledge; therefore, emphasis was placed on the academic content of the Institute. (Author/CB)

ED 056 120 UD 010 786
Dawson, Martha E. Holston, Helen H.
The Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. Interim Report.
Hampton Inst., Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 31 Aug 66
Contract—OEC-2-6-000203-2000
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Culturally Disadvantaged, Educational Strategies, *Inservice Teacher Education, *Institutes (Training Programs), Laboratory Schools, Nongraded Classes, *Nongraded System, Program Evaluation, *School Integration
Identifiers—Virginia

Thirty educators, with potential to assume a leadership role within his school or district and for whom the study of the non-graded approach would be of value, were selected for the Institute. One hundred children were also selected for "Operation Step Up" - a summer program in the Hampton Institute Nongraded Laboratory School. The objectives of the program revolved around the nongraded school, and individualized instruction. Other objectives included planning for the transition from a graded to a nongraded program and organizing a nongraded school. The laboratory school provided the opportunity for the participants to teach and observe in a nongraded desegregated classroom. The training phase took place from June, 1966 through July, 1966. A follow up phase began September 1966 and ended April, 1967. (Authors/CB)

ED 056 121 UD 010 791
Fielder, Marie Dyckman, Louise M.
Leadership Training Institute in Problems of School Desegregation.
California Univ., Berkeley.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 31 Dec 67
Contract—OEC-4-7-000285-3155
Note—312p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Human Relations, Inservice Teacher Education, *Institutes (Training Programs), *Intergroup Relations, *Leadership Training, *Race Relations, *School Integration
Identifiers—California

All participants were selected on the basis of their leadership qualities, responsible and identifiable concern with the process of school desegregation, and their activities specifically concentrated in the Richmond Unified School District. Of the sixty-nine adult participants, 37 were teachers and 11 were community persons representing both black and white groups. The students, also representative of various socioeconomic backgrounds, were in the ninth, tenth, and eleventh grades. Objectives centered around techniques, skills, and understandings necessary to solve problems incident to desegregation. A leadership training model to highlight common factors, was created. The Institute, which afforded the participants the opportunity for interpersonal relationships across race, class, and age lines, was held from June 23 to July 14, 1967. (Authors/CB)

ED 056 122 UD 010 801
Weddington, Rachel T.
Report on the Teacher Institute on Special Instructional Problems in Recently Desegregated P.S. 30 and P.S. 80, Queens, New York City. Final Report.
Yeshiva Univ., New York, N.Y. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 25 Aug 65
Contract—OEC-5-37-030
Note—24p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Culturally Disadvantaged, Educational Quality, Inservice Teacher Education, *Institutes (Training Programs), *Instructional Improvement, *Instructional Innovation, *School Integration, Summer Institutes, Teacher Attitudes, Teaching Methods
Identifiers—New York City
Through involving participants (fifteen elementary teachers) in studying and planning to cope with special instructional problems associated with school integration, the university and the Board of Education developed a project to achieve "quality integrated education" in the two schools over several years. The impetus for this Institute were the instructional problems aggravated by the desegregation of the schools, which resulted when thousands of white families moved into a cooperative housing project located in a previously black neighborhood. The Training phase took place in July, 1965. The follow-up phase was in two parts: from July 27 to August 27, 1965 and a special follow-up from September 13 to October 8, 1965. (Authors/CB)

ED 056 123 UD 010 841
Strack, C. M. Dahlstedt, W. A.
Desegregation, the Learning Process, and Changing Values in Human Relations. Institute Interim Report.
Henderson State Teachers Coll., Arkadelphia, Ark.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [66]
Contract—OEC-4-6-000107-1946
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, Cultural Differences, Curriculum Planning, Educational Quality, Effective Teaching, Equal Education, Human Relations, *Institutes (Training Programs), *Intergroup Relations, Language Skills, Learning, *Race Relations, *School Integration
Identifiers—Arkansas
The Institute was conducted from June 6, 1966 through July 8, 1966 by Henderson State Teachers College, which accepted forty-five participants in teams of three from each of fifteen school districts. The team consisted of a supervisor, a guidance person, and a language arts specialist or classroom teacher. Those participants nominated were considered potential leaders in the task to enhance effective education and desegregation. The Institute's objectives were as follows: (1) increase insight and understanding of multi-cultural contrasts and conditions present in desegregated classrooms; (2) increase ability to deal with language skills within the classroom; (3) become aware of own and other's attitudes, which condition and restrict teaching success; (4) reach a greater level of skill in formulating and applying corrective programs in the classroom; (5) examine evaluation procedures as related to a multi-cultural class; and, (6) assess possible gains from applying ideas of methodology, such as ungraded schools, team teaching, and more complete audio-visual procedures. (Author)

ED 056 124 UD 010 852
Bolden, Wiley S. And Others
A Report: Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools, June 20-July 22, 1966.
Clark Coll., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Nov 66
Contract—OEC-2-6000166-1966
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biracial Schools, *Counselors, *Inservice Teacher Education, *Institutes (Training Programs), *Intergroup Relations, Negro Students, Race Relations, *School Integration, Social Psychology
Identifiers—Georgia
The Institute sought to enable 40 counselors and teacher-counselors to develop: (1) understanding of the behavior and personality of the Negro child through study of the historical, sociological, and psychological setting within which Negro children grow-up in America; (2) understanding of the needs and behavior of the Negro and the white child in the desegregated school situation; (3) understand and competence relevant to testing minority group children; and, (4) self-understanding and personal effectiveness in interracial and other interpersonal situations. Instruction in each of the three subject matter courses was given three to five times per week during two-hour periods. Lectures, group discussions, panel presentations, demonstrations, films, and a programmed teaching aid in human relations were among the teaching methods used. The Institute period took place between June 20, 1966 and July 22, 1966. The follow-up period continued on to May 1, 1967. (Author)

ED 056 125 UD 010 865
Levine, Daniel U.
Report of the Special Institute on School Desegregation: An Institute to Help Educators Maximize Educational Opportunity, August 2-13, 1965.
Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 15 Sep 65
Contract—OEC-5-37-031
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biracial Schools, Educational Sociology, Effective Teaching, Equal Education, *Human Relations, *Inservice Teacher Education, *Institutes (Training Programs), Intergroup Relations, Negro Students, *Race Relations, *School Integration, School Policy, Social Psychology, Social Values, Teachers, Teaching Methods, Teaching Techniques
The primary objectives of the Institute were defined as (1) helping school officials understand the historical background and the social-psychological context of conditions resulting in educational disadvantage and the relation between these forces and desegregation problems in the schools, (2) helping individuals responsible for the content of instruction in the classroom study and consider special approaches to meet the education needs of minority-group youngsters, and (3) helping educators find ways of working with students in desegregated classrooms so as to improve the human relationships in such classrooms. The eighty-two participants, fifth-three of whom were classroom teachers, were encouraged, through background questionnaires and consultations with the Institute staff, to identify specific objectives unique to their particular situations. The training phase took place from August 2, 1965 to August 13, 1965, consisting of a daily lecture and question period along with study groups. The follow-up phase began immediately after the training, and ended January 31, 1966. (Author)

ED 056 126 UD 010 866
A Training Institute on Problems of School Integration for School Board Members, Principals and Teachers in the East Texas Area. Final Report.
Sam Huston State Univ., Huntsville, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 26 Aug 69
Contract—OEC-0-000372-4525(036)
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, Changing Attitudes, *Equal Education, *Human Relations, *Inservice Teacher Education, *Institutes (Training Programs), Program Evaluation, Race Relations, *School Integration, School Personnel, Social Change
Identifiers—Texas
The sixty participants at the Institute, held at Sam Houston State College included school board members, principals, administrators and classroom teachers. The needs of the participants were considered, in relation to the dynamics of school integration in the program format. The improvement of attitudes and opinions necessary to reduce the educational disparities between Negro and white students was another central part of the content. The processes of: racial isolation; student desegregation and resegregation; faculty cross overs and related unrest in both white and Negro communities; administrative techniques for communicating support of programs; bus transportation; and, compensatory education programs were focused upon. The Institute was held from September 1, 1968 through August 31, 1969. This document is an evaluative report. (Authors/CB)

ED 056 127 UD 010 872
Shaftel, Fannie R. Robinson, John T.
Intergroup Workshop for Special Training on Problems of School Desegregation. Interim Report, Final Report and Follow-Up in Participating School Districts.
Stanford Univ., Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 65
Contract—OEC-5-37-025
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Civil Rights, Curriculum Planning, *Inservice Teacher Education, *Institutes (Training Programs), Integration Plans, *Intergroup Relations, *Race Relations, *School Integration
Identifiers—California
Participants consisted of thirteen teams of teachers, administrators, and supervisors from ten school districts of the West: fifty-six in all, from several cities and suburban areas that presented de facto segregation. Large and small group discussions, evening sessions, library work, tape recordings, and films were utilized by the participants. The first week was comprised of topics such as civil rights, the need for desegregation and integration, and "complacency shocking" experiences. The second week concentrated on curriculum and discussion of community practices. Individual and team production of plans for furthering integration made up the third week's activities. The workshop, a live-in experience, was held at Stanford University from August 2, 1965 through August 25, 1965. (Authors/CB)

ED 056 128 UD 010 890
Leadership Development and Human Relations Seminar, 1969: Second Annual Teacher Desegregation Institute.
Duplin County Board of Education, Kenansville, N.C.; James Sprunt Inst., Kenansville, N.C.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Jun 69
Note—140p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Human Relations, *Inservice Teacher Education, *Institutes (Training Programs), Intergroup Relations, *School Integration, School Personnel, Summer Institutes, *Teacher Integration
Identifiers—North Carolina
The objectives of this institute were to provide: a community forum; and unhurried setting; a team approach for experienced teachers to share knowledge; community analysis; and, service for more teachers from a larger geographic area in their pursuit of good human relations between black and white school personnel. Large group demonstrations were accomplished through the use of visual and audio media; small groups met during which teachers and administrators applied techniques analysis to specific localities served by them. The summer workshop took place during 1969. (Authors/CB)

ED 056 129 UD 010 895
Nelson, Robert J.
Human Relations Workshop Leader's Guide.
Pub Date 67
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Changing Attitudes, Culturally Disadvantaged, Disadvantaged Youth, Discipline, *Human Relations, *Institutes (Training Programs), *Intergroup Relations, *Leaders Guides, Leadership Qualities, *Leadership Training, Role Playing, School Personnel, Summer Programs
This summer workshop was held in 1967. This guide includes how to lead discussions, ask challenging questions, use feedback, observe behavior of members, make thought-provoking statements, and summarize points. Also included are guides to film discussion, materials on the disadvantaged child, an attitude inventory, tapes on discipline situations, role playing, isolation technique, Negro History Games, and other topics. [Parts of this document may not be clearly legible when reproduced, due to the print quality of the original document. Also, one page of copyrighted material has been deleted.] (Author/CB)

ED 056 130 UD 010 930
Turner, H. C.
Team Teaching, Employing a Variety of Methods for Spanish/Anglo-American Integration. Title IV, 1969-70. Final Report.
Las Vegas City Schools, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-7-9-477014-0114(036)
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, *Cultural Awareness, Effective Teaching, Equal Education, Human Relations, *Inservice Teacher Education, *Institutes (Training Programs), Intergroup Relations, *Mexican Americans, Program Evaluation, *School Integration, Sensitivity Training, Social Change, Teaching Methods, Team Teaching
Identifiers—New Mexico
A total of thirty participants, mostly teachers, underwent an in-service training program to develop "cultural awareness" in 1969-1970. The project plan was as follows: (1) cultural sensitivity training; (2) cultural awareness, curriculum objectives, and development training; (3) instruction methods and strategies, philosophy of human development, development of teaching units, and Interaction Analysis training; and, (4) follow-up and evaluation. [Parts of this document, especially the appendices, may not be clearly legible when reproduced, due to the print quality of the original document.] (Author)

ED 056 131 UD 010 949
McAllister, James W.
A Workshop Designed to Alleviate the Fears, Prejudices, and Misconceptions of Personnel in the LaGrange City and Troup County School Systems with Respect to Their Associations With Members of the Opposite Race in Order to Ensure the Continued Successful Functioning of the Educational Program.
LaGrange City Board of Education, Ga.; Troup County Board of Education, LaGrange, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 30 Sep 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Factors, Human Relations, *Institutes (Training Programs), *Intergroup Relations, Program Evaluation, *Race Relations, *Racial Attitudes, *School Integration, School Personnel, School Segregation, Teacher Attitudes
Identifiers—Georgia
This report deals with a workshop type in-service training program in interpersonal relations involving the various categories of school personnel with each other, with area, regional, and/or national consultants, and with the consultative team from the School Improvement Center at the University of Georgia. The program was conducted during a two week period beginning August 10, 1970, and continuing through August 21, 1970. (Author)

ED 056 132 UD 010 952
Institute to Prepare Newly Graduated and Experienced Teachers for Work in Desegregated Schools. Final Report.
Orleans Parish School Board, New Orleans, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 24 Jun 70
Grant—OEG-0-8-000341-(036)
Note—155p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Role, Cultural Factors, Effective Teaching, *Human Relations, *Institutes (Training Programs), *Intergroup Relations, Principals, Race Relations, *School Integration, School Personnel, *Teacher Attitudes
Identifiers—Louisiana
There were 120 participants from three distinct groups: experienced teachers, newly graduated elementary and secondary teachers, and principals, who met from June 24, 1968 to June 30, 1970. Objectives of the program included the following: (1) teacher training; (2) interpersonal relations; (3) classroom skills and sensitivities for experienced teachers; (4) to observe successful instructional and motivational techniques; (5) to gain and apply human relations skills; and, (6) additional focus on principals' human relations skills and problems of administration and instruction incident to desegregation. (Authors/CB)

ED 056 133 UD 011 803
Jablonsky, Adelaide
Status Report on Compensatory Education. IRCD Bulletin, Volume 7, Numbers 1 and 2, Winter-Spring 1971.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Compensatory Education, *Compensatory Education Programs, Field Interviews, *School Integration
The subject of this issue is the status of compensatory education. Past programs are reviewed, and new effective programs are described. Field reports on various local school integration programs are presented, including programs in Pontiac, Michigan; Ypsilanti, Michigan; and the South. (JW)

ED 056 134 UD 011 815
Soares, Anthony T. Soares, Louise M.
Expectancy, Achievement, and Self-Concept Correlates in Disadvantaged and Advantaged Youths.
Pub Date Sep 71
Note—9p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Aspiration, Disadvantaged Youth, *High School Students, Individual Characteristics, Individual Differences, Lower Class Males, *Males, Middle Class, Motivation, *Self Concept, Self Esteem, Social Differences, Socioeconomic Status, Urban Schools
This study sought to determine the self-concept level, expectancy of success in school subjects, and actual achievement in those subjects of disadvantaged youths in high school in comparison to advantaged boys. The subjects (Ss) consisted of 100 disadvantaged and 100 advantaged boys from an urban integrated high school. No Ss were in the college preparatory curriculum. The level of aspiration was determined by requesting Ss to set down the grades they thought they would get at the end of the semester in two courses, English and science. Then, the actual achievement was obtained at the end of the semester. Self-concept was measured with a standard semantic differential instrument. Disadvantaged youths, in comparison to advantaged males, showed higher course-grade predictions, more positive self-concepts, and lower achievement. It may well be that disadvantaged boys, due in part to an inconsistent pattern of past achievement and lower achievement motivation, are less realistic and more variable than advantaged boys about future achievement levels. (Author/JM)

ED 056 135 UD 011 816
Soares, Louise M. Soares, Anthony T.
Age Differences in the Personality Profiles of Disadvantaged Females.
Pub Date Sep 71
Note—8p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Caucasian Students, *College Students, Disadvantaged Youth, *Females, *High School Students, Individual Differences, Middle Class, Negro Students, Personality Studies, Puerto Ricans, Self Concept, *Social Differences, Socioeconomic Status
Identifiers—Sixteen Personality Factor Questionnaire
This study systematically investigated age differences in personality characteristics of advantaged and disadvantaged high school and college females. Two hundred and thirty three subjects (Ss) were randomly selected from an urban environment: 83 disadvantaged and 112 advantaged high school girls, and 38 disadvantaged college women. The test norms for the study instrument, Cattell's 16 Personality Factor Questionnaires, were based on a group of 86 advantaged college women. The disadvantaged group was 50 percent black and Puerto Rican, while the advantaged group was 75 percent White. Both disadvantaged and advantaged high school girls showed a pattern of group-dependence, self-assurance, expediency, and relatively little frustration, with the disadvantaged girls indicating greater emotional instability, less intelligence, lower ego strength, and tough-mindedness. Disadvantaged and advantaged college women seemed more sociable, assertive, conscientious, venturesome, sensitive, guilt-prone, self-sufficient, tense, and controlled. The advantaged women demonstrated an even greater tendency toward intelligence and enthusiasm. (Author/JM)

ED 056 136 UD 011 818
Friedenberg, Edgar Z.
Shifting Conceptions of Learning Institutions in a Polarized Society.
Pub Date Sep 71
Note—11p.; Paper presented at the annual meeting of the American Sociological Association, Denver, Colo., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Changing Attitudes, Lower Class, Middle Class, Political Attitudes, Role Conflict, *Role Perception, School Attitudes, *School Community Relationship, School Policy, *School Role, Social Attitudes, Social Change, *Student Alienation, Student Attitudes, *Upper Class
To be defined by age as a pupil or student is to be made subject to a system that functions as a total institution, in a society that prides itself on choice and pluralism. What justifies this, in nearly every nation in the world is that fact that the school is accepted throughout the society as the gateway to opportunity; and individual advancement as the most desirable personal goal. Considering the uses to which such talent as has already been identified are put in most societies of the world, this seems both a dubious and circular justification. When the society becomes polarized, the schools come to be considered by those rejecting its more conventional values as instruments of propaganda or repression. If those rejecting the society's values comprise its more privileged youth, both their elders and the underclass are intolerably threatened. A paradoxical alliance then develops between members of the underclass and spokesmen of the establishment to defend the schools against such derogation and abandonment. (JM)

ED 056 137 UD 011 858
Brand, W. Jean
Family Planning Communication's in an Extension Low-Income Program.
Wisconsin Univ., Madison.
Pub Date 71
Note—202p.; Master of Science (Agricultural Journalism) degree thesis, 1971
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Community Health, *Contraception, *Disadvantaged Groups, *Family Planning, Lower Class, *Low Income Groups
Identifiers—*Cooperative Extension Service
This study explores the need for family planning information and communications in the Expanded Food and Nutrition Education Program (EFNEP) of the Cooperative Extension Service, as perceived by program aides. Because of new needs, education for family planning and birth control has not been an officially recognized program area. From a national survey of aides, it was discovered that there was a high degree of ethnic and religious homophily between aides and clients, which is considered indicative of communicative reliability. Many women came to aides for help in family planning, and many were helped. Aides strongly believe in family planning. Based on the findings, a recommendation was made that an officially supported family planning education and information program be established by the Extension Service as a part of the EFNEP low-income program. (Author/JW)

ED 056 138 UD 011 861
Michael, John A.
Conceptions of Childhood and Parent Participation in Schools.
Pub Date Sep 71
Note—70p.; Revised version of paper presented at the American Sociological Association Annual Convention, Denver, Colo., August 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childhood Attitudes, *Minority Groups, *Parent Participation, Social Attitudes, *Social Class, Social Values

The study identifies two cultural sources of motivation for parental participation in the educational lives of their children -- socio-economic sentiments and age norms. Focusing principally on the latter, the thesis is that family responsibility for socialization and social control of youth to the status of child influences the quality and quantity of parents' school participation. Within this broad thesis, this paper specifies and tests five hypotheses by examining variations in the rate of parent participation with survey data on urban-slum residents with 10-19 year-olds in the household. The study also uncovers evidence of greater normative emphasis on socialization and social control to childhood among affluent and Jewish families, although these same groups, in contrast to poor families, seem to emphasize socialization to socioeconomically relevant statuses. (Author)

ED 056 139 UD 011 862

A Summary of the Assessments of the District's Integration Programs, 1964-1971. Research Report Series 1971-72, Number 9.

Sacramento City Unified School District, Calif.

Pub Date 28 Sep 71

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Defacto Segregation, Discipline Problems, Elementary Schools, Federal Programs, *Integration Effects, Junior High Schools, *Minority Groups, *School Integration, *Spanish Speaking

Identifiers—California, Elementary Secondary Education Title I Program, ESEA Title I Programs, Project Aspiration, Sacramento City Unified School District

This research report contains a summary of the evaluation findings obtained from 1964 through the Spring of 1971 concerning both junior high school and elementary programs designed to alleviate or reduce the effects of de facto segregation in the elementary segment. This plan, known as Project Aspiration, was inaugurated during the 1966-67 school year under funding from the Elementary and Secondary Education Act Title I. Evaluation of the effects of this project has continued to the present day. The findings show that minority students in integrated schools tend to perform better academically than their peers; middle-class students are not adversely affected; discipline problems decreased; and, parents and teachers indicated positive results from integration. (Author/JW)

ED 056 140 UD 011 863

Teahan, John E. Podany, Edward C.

Some Effects of Films of Successful Negroes on Racial Self-Concept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-0080040-3712(010)

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bias, *Films, High School Students, Lower Class Students, *Negroes, *Negro Students, *Racial Attitudes, *Self Concept

Twelve films of successful Negroes were shown on a weekly basis to fifty-six black high school males. Sixty-two black males from the same school served as controls. Pretesting was done one month following the last film. Tests involved the measurement of reactions to anonymous whites and foreigners. Experimentals became more negative in their evaluation of white photos following the films and they tended to be more rejecting of attitudes reflecting white superiority sentiments. This was especially true of lower socio-economic students who were felt to be more in need of inspirational models. The results were felt to suggest that an increase in pride about race results in an accompanying more negative or critical attitude toward whites. (Authors)

ED 056 141 UD 011 872

Gittell, Marilyn And Others

Demonstration for Social Change: An Experiment in Local Control.

City Univ. of New York, Flushing, N.Y. Inst. for Community Studies.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—144p.

Available from—Institute for Community Studies, Queens College of CUNY, Flushing, N.Y.; Frederick Praeger, Inc., 111 Fourth Avenue, N.Y. 10003 (Price not known)

Document Not Available from EDRS.

Descriptors—*Community Control, Field Interviews, Observation, *Program Evaluation, Public Education, *School Community Programs, *School Community Relationship

Identifiers—*New York City

This evaluative history of New York City's recent experiments in public education documents three projects: Ocean Hill-Brownsville, IS 201, and Two Bridges. This study employs a process oriented and a qualitative methodology which relies most on field observation and participant-observers. The Institute study observed the new community boards, their composition and the effect of their involvement on the participants, and their clients--the parents and students. The researchers ascertained the efficacy of board members through interviews and questionnaries, and of parents through random survey. The rest of the evaluation concerns the impact of participation on policy. Student attitudes were also studied. (Author/JW)

ED 056 142 UD 011 873

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress First Session on Nutrition and Human Needs. Part 5--Implementation of Public Law 91-248, National School Lunch Act of 1970, in Michigan; Lansing, May 25, Detroit, May 26, 1971.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 71

Note—241p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Federal Aid, *Federal Legislation, *Federal Programs, *Lunch Programs, *Nutrition

Identifiers—Detroit, Lansing, Michigan, National School Lunch Act Of 1970

The record of the hearings includes the testimony of the many witnesses, among whom were Michigan educators, administrators, and food specialists. In addition, material submitted by the witnesses and relevant newspaper articles citations are included in the appendixes. (JW)

ED 056 143 UD 011 874

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate Ninety-First Congress Second Session on Nutrition and Human Needs. Part 8--Review of the National School Lunch Act. Hearings Held Washington, D.C., October 13, 1970.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Oct 70

Note—164p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.70)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Federal Aid, *Federal Legislation, *Federal Programs, *Lunch Programs, *Nutrition

Identifiers—National School Lunch Act Of 1970

Senators Philip A. Hart and George McGovern were major witnesses at these hearings. Miscellaneous articles, communications, and publications relevant to the Committee are included in the record. (JW)

ED 056 144 UD 011 875

Burch, William R., Jr.

The Peregrine Falcon and the Urban Poor. Some Sociological Interrelations.

Pub Date Aug 71

Note—22p.; Revised version of paper presented at American Sociological Association annual meeting, Denver, Colo., August 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Air Pollution Control, *Disadvantaged Groups, Economic Disadvantagement, *Pollution, Social Class, *Urban Environment, Urban Population

It is shown what the peregrine falcon, threatened with extinction by DDT, and the urban poor have in common. Specifically, a study in New Haven, Connecticut was done to explore the relation between social class and the average emissions for the air pollutants: carbon monoxide, hydrocarbons, nitrogen oxides, sulfur oxides, and particulate matter. (Data are taken from a New Haven Health Department study in 1968.) Lower class urban dwellers are more often exposed to air pollution; and that each of the particular pollutants, when ingested at certain modest levels over continuing periods, is likely to be an important influence upon one's ability to persist in the struggle for improvement of social position. The upper class urban or suburban commuter, although he faces peaks of high pollution exposure, his body has much longer troughs of lower exposure levels and some ability to discharge the irritants. However, the urban poor face unremitting exposures, which like nutritional deficiencies, seem one mechanism by which class differences are maintained. This is true not only for air pollution but also for noise and other assaults upon the senses. (Author/JW)

ED 056 145 UD 011 877

Pallone, Nathaniel J., And Others

Race, Sex, and Social Mobility: An Exploration of Occupational Aspirations and Expectations Among Black and White Youth in Four New York State Cities.

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 69

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Expectation, High School Students, Lower Class Students, *Negro Students, *Occupational Aspiration, Racial Differences, *Sex Differences, *Social Class, Urban Environment

This study explores the occupational aspirations and expectations of some 531 black and white high school youth of both sexes from predominantly lower and lower middle socioeconomic status families in four New York State communities; Megalopolis (New York City), Middletown (Elmira), Exurbia (Patchogue), and Capitol City (Albany). Data were gathered through responses to a research questionnaire relating to family structure, occupational aspirations, sources of influence on occupational development, and other variables; as well as through sociological indexes. The results showed that the level of occupational aspiration and expectation is related to sex, race, and urban configuration. In general, the specific conclusions suggest that three clusters of variables, related to entrepreneurial aspiration and expectation, occupational mobility, and occupational knowledge, deserve consideration by researchers and educators. (Author/JW)

ED 056 146 UD 011 878

Description and Summary of First Year Exemplary Program: Occupational Development (A Vocational Program for the Potential Dropout).

Sioux Falls Independent School District 1, S. Dak.

Pub Date 71

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Discipline Problems, Public Education, Socially Deviant Behavior, *Vocational Education, *Vocational High Schools, Vocational Schools

Identifiers—Sioux Falls, South Dakota

This is a description and summary of a vocational program for the potential dropout. The project is designed to afford vocational education for lower ability or socially troubled high school students of the Sioux Falls Independent School District by utilizing an adjusted curriculum, cooperative vocational education, and a basic skills center. The students attend regular academic courses three hours per day and the rest of the school day is assigned to a vocational resource teacher for general vocational instruction, projects and cooperative education, or work experience assignments. [Because of the quality of the original, parts of this document will not be clearly legible when reproduced.] (Author/JW)

ED 056 147 UD 011 879

Madeira, Eugene L.

The Puerto Rican Involvement in Educational Opportunity Fund Programs for the Disadvantaged.

Glassboro State Coll., N.J.
Pub Date 70
Note—91p.; Thesis submitted in partial fulfillment of Social Science Seminar, Glassboro State College, N.J., May 27, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Educational Opportunities, Equal Education, *Higher Education, Open Enrollment, *Puerto Ricans, *Secondary School Students
Identifiers—Camden County, New Jersey
The purpose of this study was to analyze Puerto Rican response to the opportunities for higher education and to survey the prospects of recruiting more Puerto Ricans in "Educational Opportunity Fund Programs." Camden, New Jersey was chosen as a representative medium-sized city with a Puerto Rican Community. (JW)

ED 056 148 UD 011 880
Hobson, Julius W.
The DAMNED Children. A Layman's Guide to Forcing Change in Public Education.
Washington Inst. for Quality Education, Washington, D.C.
Pub Date Aug 70
Note—35p.
Available from—Washington Institute for Quality Education (WIQE), 300 M St., S.W., Washington, D.C. 20024 ($1.50)
Document Not Available from EDRS.
Descriptors—*Community Involvement, *Disadvantaged Youth, Lower Class Students, *Negro Students, *Parent Participation, *Public Education
Identifiers—District Of Columbia
This pamphlet is concerned with the education that the poor and black receive from public schools. In particular, it looks at the practices of the Washington, D.C. public schools and concludes that the system values the education of its middle-class children more highly than the education of the poor. Whatever the indices--money spent, textbooks available, availability of honors programs, ability to read and write--the conclusion is the same. The more important point made in this pamphlet is that parents and citizens can change these discriminatory practices. Ways of finding out information are suggested. (Author/JW)

ED 056 149 UD 011 881
Golin, Sanford
Project Self-esteem: Some Effects of an Elementary School Black Studies Program.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Sep 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, *Elementary School Students, *Negro Youth, *Racial Attitudes, *Self Concept
The development of a negative self-concept has been viewed as beginning early in the life of the black child. This report presents results of a project whose goal it was to develop "black consciousness" in black elementary school children. Two hundred students participated in activities designed to develop racial awareness and pride through the fifth and sixth grades. A measure of emotional adjustment was given to these children and a comparable control group at the beginning and end of the project. The results indicated that the project had a significant positive effect on the mental health of male children. (Author)

ED 056 150 UD 011 882
Esposito, Dominick
Homogeneous and Heterogeneous Grouping: Principal Findings and Implications of a Re-search of the Literature.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date Jul 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Grouping, *Academic Achievement, *Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Literature Reviews
The purpose of this paper is to summarize the issues and principal findings of research on homogeneous and heterogeneous ability grouping, and to consider the implications it may have for evaluating and improving the design of educational settings. To begin with, definitions of terms used in the discussion are given. The paper then proceeds to sketch research findings on academic achievement, affective development, and ethnic and socioeconomic consequences, and concludes by discussing the implications of research in these areas. (JW)

ED 056 151 UD 011 883
Klausmeier, Herbert J.
Cognitive Operations in Concept Learning.
Pub Date Sep 71
Note—29p.; Paper presented at the American Psychological Association Annual Convention, Washington, D.C., September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, *Cognitive Processes, *Concept Formation, Concept Teaching, *Educational Psychology, Generalization, *Learning Processes, Models, Theories
In this essay, research done on concept learning is discussed. The study analyzes concept learning as one form of learning, formulating guidelines for teaching concepts, and describes the abilities underlying the attainment of concepts. An analytical model is presented; various operations such as concrete concepts and identity concepts are described. Cognitive functions such as acquiring appropriate labels, remembering, and attending are discussed. Then, concept utilization and extension are discussed. The essay concludes with a consideration of the uses of the model just presented. (Author/JW)

ED 056 152 UD 011 884
Barnes, Edward J.
The Utilization of Behavioral and Social Sciences in Minority Group Education: Some Critical Implications. Symposium on Ethnic Minority Issues on the Utilization of Behavioral and Social Sciences in a Pluralistic Society.
Pub Date Sep 71
Note—59p.; Paper presented at the American Psychological Association Annual Meeting, Washington, D.C., September 3-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Groups, *Disadvantaged Youth, Educational Practice, *Minority Groups, Psychology, *Social Sciences, Sociology
This paper discusses the implications of the behavioral and social sciences as applied to minority group education. Various explanations for the failure of poor minority-group children in school are reviewed. A comparison between the mental health model of human behavior and the aggregate or systems model is made. [Because of the quality of print of the original, reproductions of this document will not be sharply legible.] (Author/JW)

ED 056 153 UD 011 891
Baty, Roger M.
Education for Cultural Awareness. Bulletin Series in School Desegregation.
California Univ., Riverside. Western Regional School Desegregation Projects.
Pub Date Jun 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Awareness, Cultural Differences, *Cultural Pluralism, Ethnic Relations, Racial Differences, *School Integration, *Self Concept, *Teacher Education
In discussing cultural awareness, this report points out the needs for teacher education in this area. The report questions the utility of the melting-pot image for America; it expresses the belief that ethnic, racial, and cultural differences do exist, and that educators ought to recognize, value, and reward these differences. The multi-ethnic or pluralistic model is proposed as a more relevant educational model for the 1970's. Work in training teachers in this area is described. (Author/JW)

ED 056 154 UD 011 892
Sullivan, Neil V.
Desegregation Strategies--the Classroom and the Courtroom. Bulletin Series in School Desegregation.
California Univ., Riverside. Western Regional School Desegregation Projects.
Pub Date Jun 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Rights, *Classroom Environment, *Court Role, *Integration Methods, Legal Problems, Race Relations, School Construction, *School Integration, School Segregation
This essay attempts to assist the educational administrator with race relations problems. By tracing the legal implications, judicial support for school desegregation is placed in perspective. Potential financial incentives for communities desegregating their school system are then discussed. Illustrations of communities' transportation and school construction programs are offered. A discussion of school desegregation plans or methods that have been used throughout the country concludes the essay. (Author/JW)

ED 056 155 UD 011 894
Roof, W. Clark
Residential Segregation of Blacks and Racial Inequality in Southern Cities: Toward a Causal Model.
Pub Date Aug 71
Note—14p.; Paper presented at the American Sociological Association Annual Meeting, Denver, Colo., August 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Problems, Housing, *Housing Discrimination, *Minority Groups, *Negroes, *Negro Housing, *Racial Segregation, Southern Community, Southern Schools
This study explores how residential segregation can be thought of in terms of an economic competition theory of minority-group relations. The model proposed is considered applicable to the American South, and with some modification, relevant to other settings. The objectives are: (1) to show that residential segregation indices are related to measures of educational, occupational, and income inequality; and, (2) to demonstrate how the residential segregation factor may be incorporated into an economic competition theory of minority-group relations. Data were drawn from a sample of Southern cities. The results suggest that residential segregation is important not only for its direct effects on educational inequality but upon occupational inequality as well. In terms of the competition model, the findings pertaining to residential segregation raise some questions as to whether it is the minority percentage itself or the dispersion of that minority which results in producing a perceived minority threat. (Author/JW)

ED 056 156 UD 011 895
Willie, Charles V.
The Student-Teacher Relationship Experienced by Black Students at White Colleges.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 1 Sep 71
Note—14p.; Paper presented at the American Sociological Association Annual meeting, Denver, Colo., September 1, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *College Teachers, Interviews, *Negro Students, Race Relations, *Racial Attitudes, *Student Attitudes
This paper on student-teacher relationships is part of a study of black students at white colleges. The study was conducted at four predominantly white colleges in upstate New York during the 1969-70 school year and was financed by a grant from the Ford Foundation. The main purpose of the study was to report the black experience at white institutions from the point of view of black students. Colleges in diverse settings were chosen to provide a comparative perspective. Data were gathered from lengthy unstructured interviews with individual black students and from tape-recorded sessions of approximately ten students on each campus who met regularly throughout the school year. The results showed that many black students distrust white administrators and faculty members, believing them to be engaged in a conspiracy against blacks; and that black advisors are necessary and essential links of trust between black students and white institutions. (JW)

ED 056 157 UD 011 896
Gartner, Alan And Others
Children Teach Children: Learning by Teaching.
Pub Date 71
Note—190p.
Available from—Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 ($5.95)
Document Not Available from EDRS.

Descriptors—Child Responsibility, *Cross Age Teaching, Self Concept, *Tutorial Programs, *Tutoring

This book describes current educational programs in which young people have been tutoring younger students; the programs are based on the assumption that children learn more from teaching other children. To the degree that they offer a chance to enact an adult role, teaching tasks can provide reassurance and confidence for many youths. Strategies for innovation and implementation are presented. Particular tutoring programs are outlined in the appendices. (Author/JW)

VT

ED 056 158 VT 009 637

Inventory of Manpower Research Projects in Indiana. Report No. 4.

Indiana Manpower Research Association, Indianapolis.; Indiana State Employment Security Div., Indianapolis.

Pub Date Sep 69

Note—12p.

Available from—Research and Statistics, Indiana Employment Security Division, 10 North Senate Avenue, Indianapolis, Indiana 46204

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Manpower Development, *Manpower Needs, *Research Projects

Identifiers—Indiana, Manpower Research

Fifty manpower research projects reported during May and June of 1969 are listed alphabetically by researcher. Accompanying information includes the researcher's address, title of the project and an indication of whether the project was in progress or completed at the time of this reporting. (CH)

ED 056 159 VT 010 932

Schmidt, James R. And Others

An Evaluation of Rehabilitation Services and the Role of Industry in the Community Adjustment of Psychiatric Patients Following Hospitalization. Final Report.

Fountain House Foundation, Inc., New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—RD-1281-P

Pub Date Jul 69

Note—159p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adjustment (to Environment), Control Groups, *Demonstration Projects, *Emotionally Disturbed, Employers, Employment, Experimental Groups, Mental Health, Mental Illness, Psychiatric Hospitals, *Psychiatric Services, Rehabilitation Programs, *Vocational Rehabilitation

The objectives of this study were to determine the extent to which private enterprise could participate in the vocational rehabilitation of the discharged psychiatric patient and to evaluate the effects of rehabilitation services on the community adjustment of such patients. A total of 202 subjects were randomly assigned to three research groups: those having available the services of the agency, those having vocational counseling services only, and those in a control group limited to other existing community facilities. Over 40 business firms provided temporary work opportunities for 160 subjects at any one time, with wages totalling over $300,000 a year. At the end of the study, rehospitalization rates for agency subjects were lower, but not significantly, than the other research groups. However, for subjects entering the study within 4 months of leaving the hospital the reduction in rehospitalization rates for agency subjects was significant. Work exposure was secured for 85 percent of agency subjects, including transitional employment, compared to 57 percent for control and vocational counseling groups. A third of all agency subjects failed to utilize services beyond 20 visits, exhibiting a high drop-out rate. (Author)

ED 056 160 VT 011 114

Levine, Louis Norton, John Herbert

Manpower Information for Urban Poverty Areas. Volume I, Sources and Systems of Urban Data for the Planning and Management of Manpower Programs.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Pennsylvania State Dept. of Labor and Industry, Harrisburg.

Pub Date 69

Note—139p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Data Analysis, *Data Collection, *Disadvantaged Environment, Information Needs, *Information Processing, Inner City, *Manpower Development, Program Effectiveness, Program Evaluation, Urban Slums

Identifiers—Philadelphia

Despite the success of some antipoverty programs, it is not evident that conditions in poverty areas have improved; in fact, some indicators show that living conditions in the slums are worsening. One of the biggest difficulties is a lack of data on the nature of, and solutions to, the problems of these areas. Frequently revised data at least as comprehensive as that provided by the decennial census are needed. This project was designed to determine possible means of gathering the needed data so that program planners could make decisions based on facts instead of intuition. Although this is a case study of an inner-city poverty area in Philadelphia, it can be generalized to describe any similar urban area. Both the need for data and the methodology for establishing a manpower information system are developed from a broad perspective. Several data sources are compared in the second volume of this study, which is available as VT 011 115. (BH)

ED 056 161 VT 011 115

Levine, Louis And Others

Manpower Information for Urban Poverty Areas. Volume II, an Inventory and Appraisal of Local Data Resources in Philadelphia.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Pennsylvania State Dept. of Labor and Industry, Harrisburg.

Pub Date 69

Note—157p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Data Collection, *Data Processing, Information Needs, Information Networks, *Information Sources, Interagency Cooperation, *Statistical Data

Identifiers—Philadelphia

This second volume of a research report on manpower information availability compares alternative sources of manpower data in a poverty area of Philadelphia. The first volume recognizes the need for data, yet it ignores the statistical problems of comparability, comprehensiveness, and accessibility inherent in the agency records which were recommended as data sources. In this volume, both the contributions and the limitations of various data sources are analyzed. By focusing attention upon the data systems of large public agencies, such as educational and law enforcement services, the researchers found a vast quantity of untabulated data. The study reports great similarity between agencies, both in types of data gathered and in problems encountered. This indicates that a good potential exists for interagency cooperation to provide efficiently an improved data system. Volume I of this report is available as VT 011 114 in this issue. (BH)

ED 056 162 VT 011 120

McKinlay, Bruce Johnson, Lowell E.

Forecast Occupational Supply: A Methodological Handbook.

Oregon State Dept. of Employment, Eugene.

Report No—TR-4

Pub Date Feb 69

Note—108p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Employment Patterns, *Employment Projections, *Labor Market, *Labor Supply, *Occupational Information, Research Methodology, *Unemployment

Greater concern with unemployment in recent years has increased the need for accurate forecasting of future labor market requirements, in order to plan for vocational education and other manpower programs. However, past emphasis has been placed on labor demand, rather than supply, even though either side by itself is useless in determining skill shortages. This report seeks to resolve this problem by analyzing the labor market in terms of specific sources of future supply. With careful definition of categories minimizing double-counting, and with accuracy improved by comparing the summed source estimates with separately derived aggregate labor force projections, the study provides the means to consider supply, as well as demand, in the labor market. (BH)

ED 056 163 VT 011 121

Whatever Happened to What's His Name. A Follow-Up Survey of Inactive Applicants in the Raleigh, N.C. Area.

North Carolina Employment Security Commission, Raleigh. Job Market Research Center.

Pub Date Mar 69

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Employment, *Employment Services, *Followup Studies, Job Applicants, *Job Placement, *State Surveys, Tables (Data), Unemployment, Wages

Identifiers—North Carolina

The North Carolina Employment Security Commission (ESC) conducted a followup study of the 986 State applicants deactivated during August 1968 and 6 months later to ascertain the effectiveness of the program. This report is concerned primarily with the 6-month followup. The 586 applicants who responded to the first questionnaire were mailed the followup survey. A total of 494 persons after 1 month and 464 after 6 months were still in the labor force. About two-thirds of the respondents were employed at the time of both studies. The unemployment rate was 21.7 in August and 14.2 percent 6 months later, reflecting the fact that 30 persons in the group dropped out of the labor force. For both the 1- and 6-month followup studies, the increase in the mean weekly earnings for those applicants who received services was greater than the gain in the mean weekly earnings of those applicants who did not receive services. A report on the 1-month followup study is available as MP 000 766. (BC)

ED 056 164 VT 011 126

Yegge, Robert B. And Others

New Careers in Law: Meeting Present and Prospective Legal Needs. A Report of the Administration of Justice Program.

Denver Univ., Colo. Coll. of Law.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 69

Note—161p.

Available from—University of Denver, College of Law, 200 W. 14th Ave., Denver, Colorado 80204 ($5.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Career Opportunities, Culturally Disadvantaged, Demand Occupations, *Lawyers, *Legal Aid, *Legal Costs, Lower Middle Class, *Manpower Needs, *Manpower Utilization, Subprofessionals, Tables (Data)

Identifiers—*New Careers

At the present time, there is a great need for legal services that are more available to people when and where they need them and at lower cost. The poor do not receive the legal services they need, and even with Federally funded legal services programs, probably not over 20 percent of their needs are being met. Unfortunately, the lower middle class may fare even worse than the poor now that many of the poor can use legal aid, and many parties to small controversies do not use the legal process because attorneys' fees would exceed the amount in controversy. "-Sublegal" and "paralegal" personnel could be used by lawyers to aid in speeding up the legal process without any loss of quality in services rendered. The report is divided in five sections: Introduction, Reactions of the Bar to Competition, Unfilled Legal Needs and Trends in Future Demand, Some Proposed Reforms in the Structure of the Legal Profession, and Meeting Legal Needs. Materials on contexts of legal services, selected licensing statutes, and information on what lawyers do are appended. (Author/BC)

ED 056 165 VT 012 730

Budke, Wesley Eugene

Review and Synthesis of Information on Occupational Exploration.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-34

Pub Date Apr 71

Note—90p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, Career Planning, Educational Philosophy, Educational Programs, *Educational Research, *Educational Responsibility, Literature Reviews, Occupational Guidance, Occupational Information, *Prevocational Education, Vocational Aptitude, Vocational Counseling, Vocational Development, Vocational Interests
Identifiers—Occupational Exploration, *World of Work
Since the 1968 Vocational Education Amendments there has been increased emphasis on programs of world of work orientation and exploration for elementary and secondary students. In order to identify the problems facing these programs and the methodological approaches used in their development, this review emphasizes school responsibility in setting up and operating occupational exploration programs for Grades K-12. Although research in occupational education is limited, because the field has been emphasized only recently, considerable related research has been conducted in career development and vocational guidance. Existing programs are concentrated at the junior high school level, although the emphasis is not on the development of elementary school programs, with master plans to coordinate programs at all levels through Grade 12. The implications for teacher and counselor education and the need for a good relationship with industry are discussed, along with problem areas, questions to be resolved, and recommendations for further research and study. Many of the documents included in the bibliography are available through the ERIC system. (BH)

ED 056 166 VT 013 385
The Secretary's Regional Conferences on Vocational Education, Seattle. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71
Note—47p.; Report of the Region X Conference (Seattle, Washington, April 1-2, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Curriculum Development, Guidance Services, High School Students, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, *Student Needs, Vocational Education
Identifiers—Region 10
At this Region X conference called by the Secretary of Health, Education, and Welfare, 157 participants from Washington, Oregon, and Idaho met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare secondary students for immediate employment or further education. The consensus of the 2-day conference was that schools must focus attention on the career needs of all students, not just those going to college. To accomplish this, schools must consider new approaches through revised and broadened curriculums and place considerably more emphasis on guidance and counseling services that aid the student in his career choice irrespective of his desired goal. The education process must be supplemented by and coordinated with other agencies which will provide a continuous process of career selection, preparation, and placement. Other regional conference summaries are available as VT 013 836, VT 013 837, VT 014 204-014 210, and VT 014 228 in this issue. (SB)

ED 056 167 VT 013 386
The Secretary's Regional Conferences on Vocational Education, San Francisco. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date Mar 71
Note—80p.; Report of the Region IX Conference (San Mateo, Calif., March 29-30, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, School Industry Relationship, *Student Needs, Vocational Education
Identifiers—Region 9
At this Region IX conference called by the Secretary of Health, Education, and Welfare, 170 participants from California, Arizona, Nevada, and Hawaii met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare secondary students for immediate employment or further education. The consensus of the 2-day conference was that there needs to be a reassessment of the total education approach, resulting in a new image called career or occupational education which begins in the elementary grades and extends through the community college. Effective comprehensive planning involving schools, parents, industry, and local, state, and Federal representatives can gear the educational approach to the world of work. Broader application of cooperative and work experience education is needed with a better system of work orientation and exposure at elementary and secondary levels to meet the demands of business and industry. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385, VT 013 387, VT 014 205-014 210, and VT 014 228 in this issue. (SB)

ED 056 168 VT 013 387
The Secretary's Regional Conferences on Vocational Education, Denver. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71
Note—46p.; Report of the Region VIII Conference (Denver, Colo., April 7-8, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Integrated Curriculum, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, *Student Needs, Vocational Education
Identifiers—Region 8
At this Region VIII conference called by the Secretary of Health, Education, and Welfare, 150 participants from six western states met to discuss how career education needs of youth and adults and the needs of the economy are being met by schools in their communities, to determine the role that vocational education is playing in the process, and to identify methods of redirecting education in the 1970's in order to prepare students for immediate employment or further education. The consensus of the 2-day conference was that the present educational system is not adequately meeting the career educational needs of students, particularly for those who choose careers requiring education and training at less than the baccalaureate degree level. Regarding the integration of vocational-technical education with general or academically-oriented education, concern centered around the possibility that an integrated system at the elementary and secondary levels would be focused on orientation to work, vocational guidance and exploration, but would fail to be specific enough to acquire an entry-level marketable skill and would delay specific preparation until postsecondary level. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385, VT 013 386, VT 014 205-014 210, and VT 014 228 in this issue. (SB)

ED 056 169 VT 013 818
Law, Gordon F. *Perkowski, Robert*
Administrators' Workshop for Program Implementation: Vocational Education Opportunities for Disadvantaged and Handicapped Persons. Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 71
Note—112p.; Presentation at a Conference (New Brunswick, N.J., April 26-27, 1971 and May 3-4, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Disadvantaged Groups, Educational Needs, Educational Opportunities, Educational Strategies, Federal Legislation, *Guidelines, *Handicapped, *Program Development, *Vocational Education, Workshops
Eighty individuals attended a workshop which provided an opportunity to consider strategies and develop guidelines for improving and expanding vocational education opportunities for disadvantaged youth and adults. Presentations included in the document are: (1) "Handicapped and Disadvantaged Sections of Public Law 90-576" by John Wyllie, (2) "Highlighting the Nature of the Disadvantaged and Handicapped: Suggestions for Local Program Implementation" by Barbara Kemp, (3) "Who Are the Disadvantaged?" by Alvin Vaughn, (4) "Who Are the Handicapped?" by William Kology, (5) "What Can Be Done for Disadvantaged and Handicapped Persons Through Public Education Agencies" by Frank A. Morretti. Included in the document are summary statements by group discussion leaders. (JS)

ED 056 170 VT 013 831
Noland, Warren G. *Woodlin, Ralph J.*
Migration Patterns of Vocational Agriculture Graduates in Ohio. A Research Report of a Graduate Study.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date Jul 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Patterns, *Graduate Surveys, *High School Graduates, Longitudinal Studies, *Migration Patterns, State Surveys, *Vocational Agriculture
Identifiers—Ohio
The purpose of this study was to determine migration and occupational patterns of Ohio vocational agriculture graduates and to identify any relationships between individual characteristics and migration during the first 5 years following their graduation in 1963. Nearly 200 responses by graduates of 45 randomly selected vocational agriculture departments indicated that most graduates entered nonagricultural occupations, and four out of five remained within 25 miles of their home communities even after 5 years. Recommendations cover: (1) guidance and occupational information, (2) placement and followup for at least 2 years, (3) guidance for potential agricultural technicians and professionals, (4) curriculums adapted to local needs, (5) expansion of the young farmer association, and (6) teacher recognition of differences in migration patterns between urban and rural districts. (BH)

ED 056 171 VT 013 870
Ward, William Gary
Research Utilization Specialist; Review and Synthesis of Selected Literature on Research Development.
Oklahoma Vocational Research Coordinating Unit, Stillwater.
Report No—Project-Rep-15
Pub Date Jul 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Needs, *Educational Researchers, Interviews, Job Analysis, Job Training, Literature Reviews, Research Coordinating Units, *Research Utilization, *Specialists, *Synthesis
There seems to be a move in the world of education to institutionalize some specific job positions in the development stage of research. One such position is the Research Utilization Specialist, who would bridge the gap between the actual research and its subsequent implementation. Thus, the purpose of this study was to synthesize selected literature and interviews with education research personnel in order to draw conclusions relative to the status of this approach to research development and utilization. This synthesis of information revealed several findings, including: (1) There is a low utilization of research findings and this is considered a problem, (2) The creation of a professional job position in the development stage is being advocated as one solution to this problem, and (3) The position would serve to package research findings for delivery to the practitioner. A major conclusion of this study is that there is a need for a Research Utilization Specialist, and training programs will be established. (Author/JS)

ED 056 172 VT 013 920
Blanton, Lloyd H. And Others
Opinion Leadership and Communication Linkages Among Agricultural Educators. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—Res-Dev-Ser-52
Pub Date Sep 71
Grant—OEG-3-7-000158-2037
Note—79p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, *Communication (Thought Transfer), Individual Characteristics, Informal Leadership, *Information Networks, *Leadership, Leadership Qualities, *Opinions, Sociometric Techniques, Supervisors, Teacher Educators, Vocational Agriculture, *Vocational Agriculture Teachers
Identifiers—*Key Informats
This study of opinion leadership among vocational agriculture teachers in South Carolina solicited nominations of teachers as sources of information and advice from participating teachers at two different points in time, spring 1968 and spring 1970. This time-lapsed design allowed an estimate of opinion leadership stability since the sample of teachers remained the same except for natural shifts due to teacher replacement and program changes. In addition, this study attempted to replicate the key-informant versus sociometric techniques comparison for identifying opinion leaders. Data were collected on reasons for the opinion leadership selection and the communications linkages for face-to-face relationships among teachers, supervisors, and teacher educators. Major conclusions of the study included: (1) Teachers of vocational agriculture named as opinion leaders were older, had more earned college credit, and had attended a greater number of workshops than their peers, and (2) Teachers nominated as opinion leaders in more than one instructional area were stable for the 2-year period, while the opposite was true for teachers nominated in only one area. (Author/JS)

ED 056 173 VT 013 935
D'Costa, Ayres G. J. E.
The Differentiation of High School Students in Vocational Education Areas by the Ohio Vocational Interest Survey.
Pub Date 9 Jun 68
Note—152p.; Ph.D. Dissertation, Ohio University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-14,885, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Decision Making, Doctoral Theses, Educational Research, High School Students, *Interest Tests, Predictive Validity, Program Planning, *Student Interests, *Test Validity, *Vocational Education
Identifiers—*Ohio Vocational Interest Survey, OVIS
As part of a preliminary validation and to determine whether the Ohio Vocational Interest Survey (OVIS) could discriminate among the interests of high school students in six vocational areas (agriculture, distributive education, home economics, health, office, and trade and industrial), the OVIS was administered to 2,387 seniors in 24 schools representing 20 counties in Ohio. Results show that the OVIS is capable of discriminating among high school students in the six vocational areas, and therefore, further development of the OVIS is warranted. In addition, the study illustrates the operation of a computer-measurement system in guidance which assists vocational decision-making by providing a few meaningful indices from a big array of student data. Finally, this study shows how the OVIS might be used in vocational exploration and in the planning of vocational education programs. (Author/SB)

ED 056 174 VT 013 940
Law Enforcement Officer Training, Basic Course. A Unit of the Ohio Law Enforcement Officers' Training Program. Instructor's Manual.
Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service.
Pub Date Jan 71
Note—815p.; 1971 Revision
Available from—Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($8.25)
EDRS Price MF-$0.65 HC-$29.61
Descriptors—Bibliographies, Instructional Materials, Job Training, *Law Enforcement, Manuals, Officer Personnel, *Police Seminars, *Resource Materials, *Teaching Guides, *Trade and Industrial Education
Developed by the State Division of Vocational Education with the help of qualified consultants, this instructor's manual is for use in teaching the fundamental law enforcement procedures. Suggested time allotment, teaching guides, and presentation methods are included for each of the training procedures. Line drawings and photographs supplement the text, and space is provided for writing in notes. A sample of the 37 topics include: (1) Handling Felonies, (2) Arresting, (3) Crime Prevention, (4) Report Writing, (5) Emergency Care--First Aid, Standard Red Cross, Child Birth, (6) Liquor Law Enforcement, and (7) Narcotics. A 63-item appendix and a bibliography provide resource material. A related document, the learner's manual, is available as VT 013 941 in this issue. (GEB)

ED 056 175 VT 013 941
Law Enforcement Officer Training, Basic Course. Learner's Manual.
Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service.
Pub Date May 71
Note—596p.; 1971 Revision
Available from—Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($4.00)
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Bibliographies, Instructional Materials, Job Training, *Law Enforcement, Manuals, Officer Personnel, *Police Seminars, *Resource Materials, *Study Guides, *Trade and Industrial Education
Developed by the State Division of Vocational Education, this learner's manual is designed to provide law enforcement officers with a better understanding of the many problems involved in providing good law enforcement services. The objectives of this program are to determine local, county, regional and state needs, to implement a program to meet these needs on a continuing basis, and to improve the competencies and skills of local law enforcement personnel. Line drawings and photographs supplement the text, and space is provided for writing in notes. A sample of the 37 topics include: (1) Handling Felonies, (2) Arresting, (3) Crime-Prevention, (4) Report Writing, (5) Emergency Care-First Aid, Standard Red Cross, Child Birth, (6) Liquor Law Enforcement, and (7) Narcotics. A 63-item appendix and a bibliography provide resource material. A related document, the instructor's manual, is available as VT 013 940 in this issue. (GEB)

ED 056 176 VT 013 951
Young, Earl B. And Others
Vocational Education for Handicapped Persons. Handbook for Program Implementation.
Office of Education (DHEW), Washington, D.C.
Report No—OE-35096
Pub Date 71
Note—98p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.235:35096, $.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Involvement, *Guides, *Handicapped, Instructional Materials, Interagency Cooperation, Professional Personnel, Program Administration, *Program Development, Rural Education, *Vocational Education, *Vocational Rehabilitation, Voluntary Agencies
Identifiers—Vocational Education Amendments of 1968
To provide vocational educators with reliable information about the handicapped and suggestions for implementing services according to the Vocational Education Amendments of 1968, ideas were developed during a 2-day national conference attended by 200 educators and rehabilitation specialists, and were refined during nine regional clinics. Using these suggestions, this document strives to answer specific questions of program implementation, using model programs when possible, so that administrators at the local level can choose and implement according to need. The information is presented in these sections: (1) Who are the Handicapped? (2) Organizing for Cooperation: Interagency Involvement, (3) Services Available from Vocational Rehabilitation, (4) A Model for Statewide Cooperative Agreement, (5) Programs and Services, (6) Providing Services in Rural Areas, (7) Community Involvement in Vocational Educational Services for the Handicapped, (8) Considerations in Planning Vocational Education for the Hearing, Visually, and Physically Impaired, (9) Personnel, (10) Some Suggested Sources of Teaching Materials and Assistance, and (11) Vocational Education Amendments of 1968: Sections Related to the Handicapped. (SB)

ED 056 177 VT 013 954
Vocational Education and Self-Evaluation. The Vocational Education Instructor Appraises Product and Process.
American Vocational Association, Washington, D.C.
Pub Date Aug 71
Note—40p.
Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 43371, $.75 single copies)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Evaluation, Educational Equipment, Educational Facilities, *Guidelines, Policy Formation, *Program Evaluation, School Community Relationship, *Self Evaluation, Standards, *Teacher Evaluation, *Teacher Role, Vocational Education
Designed to be brief and informative, these guidelines should be of assistance to vocational education instructors in their efforts toward self-evaluation. Guideline statements representing those important areas into which an instructor should make inquiry have been tested in the field and represent essential elements which have received general approval. These statements focus primarily on those aspects of vocational education evaluation which include the predominant areas of manipulative skills, technical knowledge, related theory and auxiliary information. Statements are organized into the following sections: (1) Groups Served by Vocational Education, (2) The Vocational Education Instructor, (3) Curriculum, (4) Facilities and Equipment, (5) Finances and Budgets, (6) Placement and Followup, (7) Community Involvement, (8) Related Services, and (9) Involvement In Policy-Making In Vocational Education. (Author/JS)

ED 056 178 VT 013 965
Carpenter, Frank Robert
A Study of the Relationship Between Selected Educational Experiences of Vocational Agriculture Students and Their Enrolling in a College of Agriculture.
Pub Date 67
Note—124p.; Ph.D. dissertation, Missouri University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-3600, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Agricultural Education, Cocurricular Activities, *College Attendance, College Choice, Doctoral Theses, *Educational Experience, Educational Research, *High School Students, Predictor Variables, Student Experience, Student Interests, Student Organizations, *Vocational Agriculture
To determine whether or not selected educational experiences of students from certain vocational agriculture departments tended to be significantly related to later enrollment in the College of Agriculture at Kansas State University, data were obtained from admission records, the state supervisor of vocational agriculture, a teachers' association file, and completed questionnaires from vocational agriculture teachers. The results revealed that high school student participation in the state judging contests at the university was the only on-campus activity in which there was a significant relationship to attendance in the College of Agriculture. Posting scholarship records was the only teaching procedure which was significantly related to College attendance. The selected Future Farmers of America (FFA) leadership activities and the degree levels of the teachers were not significant when tested against student attendance at the College. (Author/SB)

ED 056 179 VT 013 976

Davis, Reba Jones

The Relation Between Nutrition Knowledge and the Dietary Intake of Selected Women: A Basis for Adult Education Program Development.

Pub Date May 71

Note—174p.; Ed.D. Dissertation, Illinois University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Doctoral Theses, Eating Habits, Extension Agents, Food, *Home Economics Education, Housewives, Nutrition, *Nutrition Instruction, *Program Development, Subprofessionals, *Teacher Education

To investigate the relationship between the estimated quality of dietary intake and (1) knowledge of nutrition concepts, (2) attitude toward nutrition, (3) food preferences, and (4) perception of personal control of dietary intake, information was gathered from two 24-hour food recalls and other instruments administered to 102 women representing Home Economics Extension Advisers, paraprofessionals in the Expanded Nutrition Program of the Illinois Cooperative Extension Service, and homemakers eligible for the nutrition program. Data revealed that homemakers had the poorest diets but had the most favorable attitude toward nutrition, and that food preferences were significantly related to nutritional quality of diets in all groups. It was concluded that nutrition knowledge is needed in all groups and one way to improve this knowledge would be to offer a nutrition program based on the students' food preferences. The nutrition educator also needs careful preservice and inservice learning experiences in order to develop effective teaching techniques, as well as to gain a thorough understanding of the use of food guides. (Author/SB)

ED 056 180 VT 013 988

Wood, Mildred Weigley

Observation of Children in a Home Economics Program.

Arizona State Dept. of Vocational Education, Phoenix.

Note—80p.

Available from—Arizona Association of Future Homemakers of America, 1333 W. Camelback Rd., Suite 111, Phoenix, Arizona 85013 ($1.12 - includes postage)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, Educational Objectives, *High School Students, Home Economics Education, *Homemaking Education, Nursery Schools, *Observation, *Preschool Children

Intended for home economics teachers, teacher educators, and supervisors, this bulletin describes consideration in organizing and conducting a group activity in which preschool children participate and home economics students observe. Sections cover: (1) purposes and objectives of an observation experience, (2) determining space and equipment needs, (3) planning the daily schedule and program length, (4) determining age group and selecting children, (5) involving high school students in the group activities, (6) assembling age-appropriate toys and other play materials and providing for their storage, (7) selecting students and delineating their responsibilities and conduct, (8) providing profitable observation, and (9) closing and evaluating the observation experience. Several special children's activities and reference sources are appended. (SB)

ED 056 181 VT 013 994

Thomas, George I.

The Impact of a Rescheduled School Year on Vocational Training Centers in New York State.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Mar 71

Note—153p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Educational Innovation, Educational Needs, *Educational Strategies, *Extended School Year, Program Administration, *Program Development, School Schedules, Student Needs, Teacher Role, *Vocational Education, *Vocational Training Centers

Identifiers—New York State

Each year several hundred thousand young men and women join the ranks of the unemployed because they have terminated their formal education without having mastered the type of skills necessary to become contributing members of society. As a result, many of these individuals are doomed to become burdens on society. One solution to this problem lies in the development of expansive vocational training programs which would involve the adoption of specific extended school year programs. Thus, this document describes school organization patterns which can set the stage for an influx of new students into ongoing or new vocational training programs, including needed changes in administrative and teaching practices. Major sections of the document are: (1) Releasing Learning Space In An Occupational Training Center Through Adoption Of The Multiple Trails Continuous Learning Year Concept, (2) The Multiple Session Day Program, (3) The Multiple Session Week, and (4) The Multiple Session Occupational Education Program. Also included is a section of related issues and answers. (Author/JS)

ED 056 182 VT 013 995

Spears, Marvin O. And Others

Principles and Practices for First-Line Supervisors in Rehabilitation. A Report from the Study Group on Principles and Practices for Effective First-Line Supervision in Rehabilitation Counseling.

Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No—Inf-Memo-RSA-IM-71-55

Pub Date May 70

Note—209p.; Report on Institute on Rehabilitation Services (8th, St. Louis, Missouri, May 17-20, 1970)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.6/2:H34, $1.75)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Administrative Principles, Interpersonal Relationship, *Leadership Training, Management Development, Supervision, *Supervisors, Supervisory Activities, *Supervisory Training, *Vocational Rehabilitation

This training manual was developed to provide newly appointed first-line supervisors in vocational rehabilitation with principles and techniques of casework supervision. Chapters cover: (1) agency goals and the function of the supervisor in establishing, maintaining, and involving those he supervises in the goal-setting and goal-reaching process, (2) consultation within and outside of the agency, (3) observing and evaluating the service-giving that occurs under the supervisor's direction, (4) training provided by the supervisor, (5) communication and interpersonal relationships, (6) professional and personal growth, and (7) management and supervision of the district office. Several activities and a bibliography are appended. (SB)

ED 056 183 VT 013 998

Household Employment Training; A Suggested Program Development Guide for Administrators.

Division of Manpower Development and Training. , BAVT.

Pub Date 71

Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.287:87058, $.60)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Care, Course Content, Curriculum Guides, *Domestics, Home Management, *Job Training, Manpower Development, Program Administration, *Program Development, Program Evaluation, Program Planning, *Vocational Education, Work Experience Programs

This guide was prepared to assist administrators and directors of training in planning and operating programs to train or upgrade personnel in general household service occupations and special areas. Topics cover: (1) Purpose of the Training Program, (2) Planning the Program, which includes establishing the need, program objectives, and advisory committee, (3) Developing the Program, which discusses organizational patterns, program staffing, training facilities, and work experience, (4) Course Content and Suggested Course Outline, and (5) Operation of the Program, which discusses publicizing the program, arranging supportive service for trainees, providing preservice and inservice education for program staff, completion certificates, and evaluation, placement, and followup. A bibliography, a listing of visual aids, and sources of information, materials, and visual aids are included. Several materials for use in developing and conducting a training program are appended. (SB)

ED 056 184 VT 014 002

First Aid Instruction Course.

Department of the Interior, Washington, D.C. Bureau of Mines.

Pub Date Dec 70

Note—267p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (I28.2:F51/2, $3.50)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Adult Vocational Education, Audiovisual Aids, *First Aid, *Health Education, *Instructional Materials, Manuals, Resource Materials, *Teaching Guides

Prepared by the Department of the Interior, this teaching guide is for the instructors' use in teaching a first aid course. Six fundamental areas include: (1) Artificial Respiration, (2) Control of Bleeding, (3) Physical Shock, (4) Open Wounds, Closed Wounds, and Burns, (5) Fractures and Dislocations, and (6) Transportation. A complete presentation is given with key points suggested for inserting the 73 visuals that accompany this document. The visuals could be used as they are with an opaque projector or used to make transparencies. Space for the instructor's notes and objective questions and answers are provided for each area. (Author)

ED 056 185 VT 014 005

Smith, Gerard C. Crowley, Michael F.

Occupational Manpower and Training Needs; Information for Planning Training Programs for the 1970's.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—Bull-1701

Pub Date 71

Note—87p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.75)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Needs, Educational Planning, *Educational Supply, *Employment Projections, *Employment Statistics, Employment Trends, *Manpower Needs, Vocational Education

This bulletin summarizes the Bureau of Labor Statistics employment projections which are available and discusses their use in local educational planning. Included are material on projections of future manpower needs, information on occupational training programs, and statistics by occupation on manpower needs, annual openings, training methods, and numbers of graduates. (BH)

ED 056 186 VT 014 011

Nichols, Charles W.

Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. Final Report.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date Feb 71

Grant—OEG-0-9-480535-4435(725)

Note—103p.; Vol. XII

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Conference Reports, *Information Services, *Information Systems, Institutes (Training Programs), Models, *Professional Personnel, Program Development, Program Evaluation, Research Coordinating Units, Research Utilization, Talent Development, *Urban Areas, *Vocational Education, Vocational Education Teachers

Identifiers—Educational Resources Information Center, ERIC

Nineteen participants, along with special consultants, took part in an institute designed to examine and categorize the information services needed by vocational educators in order to use research and other technical information, in planning, implementing, and evaluating voca-

tional education programs. A second objective of the institute was the assessment of the major active or planned information systems or services relevant to vocational education. Presentations heard at the institute include: (1) "ERIC: An Information System," by Roy Butler, (2) "Research Coordinating Units As An Information System," by Clayton Omvig, (3) "An Innovative Program: The Minneapolis Work Opportunity Center," by Michael Joseph, (4) "Occupational Training Information System," by Paul Braden, and (5) "A New Approach to Vocational Teacher Education," by Carl Gorman. Such techniques as total group lectures, large and small group discussion, small group work sessions, and individual conferences with the resource consultants were used to enhance the skills and knowledge of the participants and to achieve the objectives of the institute. An analysis of a 6-month followup indicates high participant satisfaction with most aspects of the institute. (JS)

ED 056 187 VT 014 016

Jeswald, Thomas Anthony

Psychological and Organizational Correlates of Career Patterns in Clinical Laboratory Occupations.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jan 71

Note—127p.; Ph.D. Dissertation, Purdue University

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 197 244, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Educational Background, Health Occupations Education, *Hospital Personnel, *Income, Job Satisfaction, *Laboratories, Medical Laboratory Assistants, Motivation, Paramedical Occupations, Psychological Needs, Questionnaires, *Work Attitudes, *Work Environment, *Work Experience

The purpose of the project was to provide research data concerning attitudes and satisfactions of present clinical laboratory employees which would be helpful in planning future recruitment and retention efforts. Questionnaires requesting information regarding the personal and work histories, work attitudes, career plans, and need satisfaction of each respondent were sent to the administrators of 124 hospitals in Indiana and Illinois to be distributed to their laboratory employees. Over 1,600 forms were returned. A separate questionnaire was completed by 66 clinical pathologists to determine administrative goals and attitudes toward subordinate laboratory staffs. Some findings of the study included: (1) Lab personnel were more committed to their careers than some other semi-professionals have been found to be, and non-monetary rewards would help reinforce this commitment, (2) There was no difference in commitment of minority group personnel, and (3) Part-time personnel were less committed but more satisfied with all aspects of their work; however incentives such as day care facilities on the premises would help recruitment. (Author/BH)

ED 056 188 VT 014 018

Powell, Kathryn Summers

Educational and Vocational Goals of Urban White and Negro Youth in South Carolina.

South Carolina Agricultural Experiment Station, Clemson.; Winthrop Coll., Rock Hill, S.C. School of Home Economics.

Report No—Bull-552

Pub Date Nov 70

Note—64p.

Available from—Clemson Univ. Extension Service, Ag. Communications, P & AS Bldg., Clemson, S.C. 29631 ($.50; limited supply available)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Aspiration, Caucasian Students, Comparative Analysis, Family Background, *High School Students, Negro Students, *Occupational Aspiration, Racial Differences, Sex (Characteristics), *Socioeconomic Background, *Urban Youth

Identifiers—*South Carolina

To determine the relationship between the educational and vocational aspirations of students in Grades 9 and 10 and their sex and family background, a random sample of urban youth from predominantly white public schools was surveyed. A followup survey of mainly black public schools made possible conclusions about all South Carolina ninth and tenth graders. The results showed that the educational plans and vocational interests of whites and blacks were similar. Low standard of living was the major factor in low aspirations, indicating a need for programs to raise the level of living of all the state's young people. (BH)

ED 056 189 VT 014 020

Findley, William Louis

A Follow-Up of the Financial Assets and Liabilities of Mentally Retarded Youth as Related to the Cost of Vocational Training in Four Public School Systems.

Pub Date 67

Note—96p.; Ed.D. Dissertation, Colorado State College

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 68-420, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Disadvantaged Youth, Doctoral Theses, *Educable Mentally Handicapped, Educational Needs, Followup Studies, Income, Job Placement, Program Costs, *Program Evaluation, *Vocational Education

Identifiers—Colorado

The purpose of this study was to investigate the relationship between the financial investment of public schools in vocational training and the post-school economic status of educable mentally retarded in four communities. Answers were sought to questions centering around: (1) school costs for vocational preparation, (2) the earning power of the students, (3) the financial contributions of these students to their respective communities, and (4) their earning and tax paying ability projected over a period of 10 years. Findings from questionnaire and interview data included: (1) Within the 105 subjects, the cost of preparation ranged from $1,340 to $2,122, (3) The average annual student earnings ranged from $1,218 to $2,463, and (3) In three of the four school systems, students will return the cost of their preparation in 10 years of income taxes. The fourth system included pupils with lower earning power and a higher preparation cost. Based on the findings it was concluded that vocational training of the mentally retarded is a practical economic venture. (Author/JS)

ED 056 190 VT 014 070

Williams, David L. And Others

Curriculum Materials for Teaching Students the Competencies Needed for Employment in Nonfarm Agricultural Business. Final Report.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield.

Pub Date Jul 71

Note—120p.

Available from—Division of Agricultural Education, 357 Agriculture Education Building, University of Illinois, Urbana, Illinois 61801 (Limited number of copies available without charge)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Agribusiness, Agricultural Education, *Behavioral Objectives, Curriculum Development, Educational Objectives, Human Relations, Instructional Materials, Off Farm Agricultural Occupations, Performance Specifications, *Research Utilization, Resource Materials, Salesmanship, Secondary Education, Task Analysis, *Teaching Guides, Technical Education, *Vocational Agriculture

Developed by means of a research project, this teaching guide includes five instructional modules in which competencies for agribusiness occupations are stressed. These competencies were identified from a review of the literature and evaluated by a jury of teachers and agribusinessmen in terms of qualifications needed for entry-level employment. Using a Likert-type rating scale, competencies were identified for the following areas of modules: (1) Human Relations in Agribusiness, (2) Communications in Agribusiness, (3) Agricultural Salesmanship, (4) Agricultural Sales Promotion, and (5) Agribusiness Operations. The five modules are further divided into 40 instructional areas which include a list of competencies to be developed, recommended references, supplementary references, and suggested learning activities. The final report of the research efforts, which identified the needed competencies for a secondary education program in agribusiness, is included in this document. (JS)

ED 056 191 VT 014 071

Almen, Roy E.

The Evaluation of a Vocational Program for Dropout-Prone Junior High School Students.

Spons Agency—Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date Aug 71

Note—157p.; Ph.D. Dissertation, Minnesota University

Available from—University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order No. 72-5506, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, Doctoral Theses, *Dropout Prevention, Dropout Research, Educational Innovation, Individualized Instruction, Inner City, *Junior High School Students, *Potential Dropouts, *Program Evaluation, Social Attitudes, Time Blocks, Vocational Education, *Vocational Training Centers, Work Attitudes

Identifiers—*Occupational Exploration

The Work Opportunity Center (WOC) is a vocational facility in a non-school setting with programs designed to meet the special needs of disadvantaged, inner city youth. This experimental program originally served 200 junior high youth who attended a half-day program of vocational and related training at the WOC. Emphasis throughout the program was placed on small classes, individualized instruction, and the development of positive work, school, and self attitudes. In order to evaluate the WOC, in comparison to the regular school program, an experimental study was designed. The experiment relied on home-school records and on pretest/posttest measures using the: (1) Vocational Development Inventory, Attitude Scale, (2) Self-Esteem Inventory, and (3) School Attitude Inventory. Based on the analysis of data, it was concluded that the WOC program was more effective in developing vocational maturity, increasing general self-esteem, increasing school self-esteem, and producing positive posttreatment school attitudes. A major recommendation is that career exploration learning laboratories with highly developed prevocational programs be made accessible to more students. (Author/JS)

ED 056 192 VT 014 077

Characteristics of Quality Vocational-Technical Education Programs.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Check Lists, *Educational Quality, *Measurement Instruments, Program Administration, Program Costs, Program Development, Program Effectiveness, *Program Evaluation, *Rating Scales, Student Needs, Technical Education, *Vocational Education

This measuring instrument was designed for use by school boards, advisory groups, faculty, students, and the general public in evaluating vocational and technical education programs. Desired program characteristics are presented in check list format and may be arranged along a five-point rating scale to ascertain the degree of agreement with specific characteristics. The checklist is divided into three areas, program, economy, and student. (JS)

ED 056 193 VT 014 084

Katzell, Raymond A. And Others

The Job Attitudes of Workers from Different Ethnic Backgrounds.

New York Univ., N.Y.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 30 Jun 70

Note—113p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 194 777, MF $0.95; see catalog for hardcopy price)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Blue Collar Occupations, *Entry Workers, Job Satisfaction, Negroes, Question-

naires, *Racial Differences, *Socioeconomic Status, *Work Attitudes

To help minority group Americans become integrated into our industrial system, organizations need information on differences in job attitudes of white and black male employees, particularly how they perceive and react to supervisors. A pilot study demonstrated the feasibility of the questionnaire method for the target sample and illuminated the scope of topics to be included. A survey of nearly 500 white and 200 black workers in eight cooperating companies in the northeastern United States yielded the following results: (1) slightly positive job attitudes, (2) somewhat greater satisfaction among black workers on the average, but not for each individual company, (3) higher performance ratings among satisfied employees, (4) greater concern with promotions and the future in general among blacks, and (5) moderate satisfaction with supervision among both blacks and whites. (BH)

ED 056 194 VT 014 085

Jallade, Jean-Pierre And Others

Occupational and Educational Structures of the Labour Force and Levels of Economic Development.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 70

Note—300p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($6.25)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Academic Achievement, *Economic Development, *Educational Economics, *Educational Needs, *Foreign Countries, *Human Capital, Manpower Needs, Multiple Regression Analysis, Productivity

Identifiers—*Occupational Structure

To identify and quantify factors which determine the occupational and educational structure of the labor force, the 1960 and 1961 census data of 53 countries were analyzed. Multiple regression analysis showed output per worker and product per capita to be the best explanatory variables for occupational structure. The educational profile of the different occupational categories was correlated with both the educational and occupational structure of the total labor force. The supposedly contradictory manpower and rate of return approaches to the economic objectives of educational planning were reconciled. (BH)

ED 056 195 VT 014 087

Vocational Education in Major Cities; Analysis of Population, Vocational Education Enrollment, Teachers, and Expenditures, Fiscal Year 1970.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 70

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Enrollment, *Expenditure Per Student, Manpower Development, *Population Distribution, *Tables (Data), *Urban Areas, Urban Population, *Vocational Education, Vocational Education Teachers

The information presented in this report is taken from annual vocational education reports submitted by the states and includes data from the major cities. Population data are taken from the 1970 Census Report. The purpose of the material is to give some indication as to the states' population served by vocational education in the major cities and the expenditures that were made for vocational education. Conclusions drawn from the tabular data include: (1) A comparison of vocational education enrollment with population reveals that the percentages of enrollment in major cities fall behind the percentages of population. In 25 cities, the enrollment percentage is less than the population percentage. (2) A comparison of Federal expenditures with population reveals that 25 cities expend a lesser percentage of the state's Federal funds than their percentage of population. (3) A comparison of state and local expenditures with population reveals that 28 cities expend a lesser percentage of the state's total expenditures than their percentage of population. (4) A comparison of enrollment by target group with total enrollment reveals that 17 cities have a higher percentage of disadvantaged than their percentage of the state's total enrollment and 12 cities exceed in percentage of handicapped over the state's total enrollment. (Author/JS)

ED 056 196 VT 014 091

Crane, Donald Paul

Qualifying the Negro for Professional Employment.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—143p.; Ph.D. Dissertation, Georgia State University

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 192 150, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Career Opportunities, Labor Turnover, Negro Employment, *Negroes, Personnel Selection, Professional Personnel, *Promotion (Occupational), *Racial Differences, Recruitment, *Salary Differentials, Vocational Development, Work Attitudes

Identifiers—*Atlanta

This study analyzes differences in the career development of white and black salaried employees and describes specific company development programs for Negroes. Data were gathered in interviews with 58 black employees, their white counterparts, their supervisors, and the personnel officers of the 25 Atlanta employers. The findings indicate that Negroes have more negative attitudes, less exposure to outside training, fewer salaried promotions, and greater turnover. (Author/BH)

ED 056 197 VT 014 092

Barrett, Gerald V. And Others

Industrial Psychology in the Seventies and Beyond.

Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.; Rochester Univ., N. Y. Management Research Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—TR-4005

Pub Date 70

Note—43p.; Presentation at annual meeting of the American Psychological Association (78th, Miami, Fla., Sept. 6, 1970)

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD 715 451, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Industrial Personnel, *Industry, Management, *Models, Organizations (Groups), Professional Personnel, *Psychology, *Research Methodology, *Research Needs, Speeches, Technological Advancement, Values

Identifiers—Industrial Psychology, Organizational Psychology

This document contains three papers which speculate about the future of industrial and organizational psychology in the years ahead. The papers are: (1) "Research Models of the Future for Industrial and Organizational Psychology" by G.W. Barrett, which looks at three aspects of research in industrial and organizational psychology, including the characteristics of major advances in science, characteristic ways industrial and organizational psychologists conduct their research, and optimum research approaches to meet future requirements, (2) "Organizational Life in the 70's and Beyond" by B.M. Boss, which describes relevant issues of study in future organizations related to trends in the world of work, changes in technology, and new values, and (3) "Research Needs of the Future in Industrial and Organizational Psychology" by M.D. Dunnette, which traces and evaluates industrial psychology's recent past, examines current patterns of organizational life, and describes what future organizations will be like as a basis for selecting research strategies. (SB)

ED 056 198 VT 014 093

Chaplin, David

Private Household Employment in the United States; An Exploratory Project.

Wisconsin Univ., Madison. Dept. of Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 31 Dec 69

Note—211p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 192 689, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Discriminatory Attitudes (Social), *Domestics, Employment, Employment Patterns, Employment Services, *Socioeconomic Status, Vocational Education

Although some countries have shown much inventiveness in organizing domestic services, this country has been hindered by ethnic and racial heterogeneity, with considerable class differences. Reform of household employment is complicated by its low status and the increasing proportion of Blacks. This analysis views social behavior within the framework of an interdependent society in which changes affect the entire system and institutions are not assumed to be unchangeable. After developing a theoretical and comparative perspective which includes a discussion of the derationalization or despecialization of domestic service, the report reviews data from the colonial period through the depression of the 1930's. Data from the 1960 Census and a 1965 employment survey are also analyzed, after which conclusions and recommendations are presented. (BH)

ED 056 199 VT 014 094

Lawson, William Harold

Short-Term Manpower Projection Methods for Selected Services Industries in the Ventura County Standard Metropolitan Statistical Area.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 69

Note—201p.; Ph.D. Dissertation, Claremont Graduate School, California

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 184 793, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Educational Planning, *Employment Projections, *Goodness of Fit, *Health Occupations, Manpower Needs, Manpower Utilization, *Research Design, *Service Occupations, Vocational Education

Identifiers—Standard Metropolitan Statistical Areas, Ventura County

This study evaluated short-term manpower projection methods for the personal services and medical and other health services industries. An employer benchmark survey was used to estimate actual employment of cosmetologists, barbers, registered nurses, and licensed vocational nurses. Out of seven projection methods which were applied to the data, four were successful: (1) a single economic indicator, (2) multiple linear regression, (3) ratio analysis, and (4) graphical extrapolation. A 5-year base period worked better than three or seven. Procedures for using short-term projection methods were developed which could provide projections adequate for educational planning and instruction in a suburban Standard Metropolitan Statistical Area experiencing rapid growth. (Author/BH)

ED 056 200 VT 014 099

Career Mobility: A Guide for Program Planning in Health Occupations; and Career Mobility Profiles.

American Hospital Association, Chicago, Ill.

Pub Date Jul 71

Note—46p.

Available from—American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611 ($1.25 for the set)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Career Ladders, *Guidelines, *Health Occupations Education, Job Training, Manpower Development, Manpower Needs, *Occupational Mobility, Program Descriptions, *Program Development, *Program Planning, Promotion (Occupational)

One means of dealing with manpower problems is to develop career mobility programs which give employees the opportunity to advance, in terms of responsibility and income, to jobs where there are manpower shortages. The material developed in this publication is designed to guide health care institutions, educational institutions, and other interested agencies in planning and operating career mobility programs. Contents include a policy statement from the American Hospital Association, a rationale for career mobility programs, guidelines, which contain considerations

and procedures for planning and implementing a program, and a glossary of career mobility terms. Included as an additional resource for planning are descriptions of 15 career mobility programs located in hospitals, neighborhood health centers, and educational institutions. Each description contains a title, location, date of initiation, program purposes, and source of further information. (SB)

ED 056 201 52 VT 014 103
Hirshfeld, Marvin
Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas, Volume IX. Final Report.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-0535
Pub Date Feb 71
Grant—OEG-0-9-480535-4435(725)
Note—266p.; Part of Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Conference Reports, Curriculum Development, *Disadvantaged Groups, Dropouts, Educational Change, Educational Legislation, Educational Trends, Inner City, Institutes (Training Programs), Models, *Program Development, Program Improvement, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, Urban Areas, *Vocational Education, Workshops
Ninety-one professionals from 22 states participated in an institute designed to examine ways to effect behavioral changes in power structures and decision policy makers so that legislative mandates for total education and training programs for in-school and out-of-school youth will become a reality. Fourteen presentations aimed specifically at the needs of economically and culturally disadvantaged youth are abstracted in this report, including (1) "Working With Disadvantaged Youth--Vocational Competencies" by Charlotte Epstein, (2) Status Report on Research on Vocational Teacher Characteristics" by Edward Ferguson, (3) "Preparing Vocational Teachers for the Disadvantaged" by Ted Ward, (4) "Law Dimensions in Teacher Education" by Adelaide Jablonsky, (5) "Improving Teacher Education through the Utilization of Models" by Dale Hamreus, and (6) "Current Trends in Vocational Certification" by Richard Adamsky. An analysis of the data gathered through means of the various evaluations revealed that the institute was highly significant and met the stated objectives. However, it was noted that there was little change in attitudes and opinions of the participants as a result of the 2-week institute. Also it was recommended that there should be other institutes of this nature. (JS)

ED 056 202 52 VT 014 113
Blake, Duane L. Gutcher, G. Dale
New Vocational Education Concepts and Programs in Metropolitan Areas, Institute I. Final Report.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0524
Pub Date Jun 71
Grant—OEG-0-9-150524-4520(725)
Note—135p.; Part of Short Term Institutes for In-service Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Planning, Conceptual Schemes, Conference Reports, Disadvantaged Groups, *Educational Innovation, Educational Planning, Educational Strategies, Institutes (Training Programs), Models, Potential Dropouts, *Program Development, *Urban Areas, Vocational Counseling, *Vocational Education, Workshops
Identifiers—*Occupational Exploration
Fifty-eight persons participated in an institute designed to provide the opportunity of sharing ideas and experiences in relation to innovative school systems and vocational programs for the disadvantaged and the potential dropout. Participants heard and reacted to the following presentations: (1) "Educational Programs and Career Opportunities As A Motivating Force For Students" by Merle Strong, (2) "Innovative Programs Designed for Junior High and Elementary Schools In The Exploratory Phase of Vocational Education" by Elizabeth Benjamin, (3) "Exemplary Vocational Programs in Pontiac, Michigan" by Maurice Prottengeier, and (4) "Implementing Exploratory Occupational Programs in New Counseling Techniques to Assist Students to Realistically Enter the World of Work" by Edwin Richardson. The responses to the evaluation form administered at the end of the 5-day institute indicated that the experience had been valuable. Several individuals in positions of leadership immediately took steps to implement within their own state, area, or school district some of the concepts presented at the institute. (JS)

ED 056 203 VT 014 114
Marland, Sidney P., Jr.
Career Education.
Office of Education (DHEW), Washington, D.C.
Pub Date 8 Sep 71
Note—3p.; Presentation before Session of the International Conference on Education (33rd, Geneva, Switzerland, Sept. 15-23, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Opportunities, Career Planning, Elementary Grades, *Integrated Curriculum, *Occupational Clusters, Occupational Information, Secondary Grades, *Skill Development, Speeches
Identifiers—*Occupational Exploration
Career education combines vocational, general, and college-preparatory education into a curriculum designed to provide educational experiences that will prepare an individual for economic independence, personal fulfillment, and an appreciation for the dignity of work. Career education will be integrated in the early school years, beginning with kindergarten and progressing through Grade 12. In the elementary years, the curriculum will relate reading, writing, and arithmetic to the ways adults earn a living, and during junior high school years, students will explore career opportunities in various occupational clusters. By senior high school, students will concentrate on one cluster, developing sufficient skill in a specific occupation to qualify for a job. Even though the students are preparing for a job upon graduation from high school, they will always retain the option of going on to higher education. (SB)

ED 056 204 VT 014 119
McManus, George P. And Others
Police Training and Performance Study.
New York City Police Dept., N.Y.
Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.
Report No—PR-70-4
Pub Date Sep 70
Note—247p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (J1.36:70-4, $2.25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adult Vocational Education, *City Government, *Job Training, *Law Enforcement, Performance Factors, Police, Police Seminars, Program Effectiveness, *Program Evaluation, Program Improvement, Task Performance, Training
Identifiers—New York City
With the intent of developing plans for improving police training at all levels within the New York City Police Department, this project reviewed and evaluated the training and performance received at the municipal academy. Specific objectives of the project were to develop a model training program for staff at all levels, develop plans for recruiting more civilians to the faculty, and create a system for evaluating the effectiveness of training by measuring on-the-job performance as a function of training. Recommendations that emerged from this project are stated in the major categories of basic policy commitments, recruit training, organizational recommendations, and inservice training. Supplementary information pertinent to the study, including a bibliography and abstracts of consultants' reports, is appended. (GEB)

ED 056 205 VT 014 121
Phipps, Lloyd J.
Workshop on Developing and Using Vocational and Technical Education Citizens Advisory Councils (Urbana, Illinois, June 29-July 2, 1971). Final Report.
Illinois State Office of the Superintendent of Public Instruction, Springfield.; Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Pub Date 2 Jul 71
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advisory Committees, *Citizen Participation, *Educational Planning, Human Relations, Organization, Program Planning, Technical Education, *Vocational Education, *Workshops
Forty-three persons participated in a 4-day workshop designed to explore ways to identify and change attitudes toward advisory councils, how to develop and utilize advisory councils, and to review examples of existing advisory councils or committees. Topics discussed during the workshop included: (1) How To Select and Procure Members, (2) Improving Meetings and Human Relations Skills, (3) How To Identify the Power Structure, and (4) How to Develop Policy. An evaluation of the workshop revealed the enrollees tended to prefer reports and activities dealing with specific advisory councils as well as the small group discussions. (JS)

ED 056 206 VT 014 125
Stanger, Norman Robert
An Attitudinal Survey Concerning the Responsibilities of the Intermediate-Level Director of Vocational Education in California.
Pub Date 67
Note—302p.; Ed.D. Dissertation, California University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-11,266, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrator Attitudes, *Administrator Responsibility, County Programs, Doctoral Theses, Instrumentation, Item Analysis, *Rating Scales, *Role Perception, *Vocational Directors, Weighted Scores
Identifiers—California
The purpose of this study was to ascertain the functions of the county vocational education director in California as perceived by selected groups of vocational education leaders. The functions were limited to the service responsibilities of the position, exclusive of its administrative responsibilities for the improvement of instruction. An instrument, including a list of duties and functions of vocational education directors, was devised for gathering data regarding the views of specialist groups. Also, statements of duties and responsibilities prepared by county and district vocational education supervisors were examined. A rank-order listing of the importance of items revealed top-ratings in the area of administrative and executive functions, and for functions concerned with the instructional program and with professional improvement. Lowest ratings were accorded practices associated with the physical aspects of vocational education. In comparing importance-ratings with acceptability-ratings made by the total sample, twice as many items were judged to be of top importance as were judged to be satisfactory in actual performance. (Author/GEB)

ED 056 207 VT 014 126
Hendrix, William Francis
Construction of an Instrument for Use in Designing High School Programs of Vocational Education.
Pub Date 67
Note—215p.; Ed.D. Dissertation, Arizona University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-10,309, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Community Benefits, *Data Collection, Doctoral Theses, Educational Administration, Educational Equipment, Educational Objectives, High School Curriculum, Instructional Programs, *Instrumentation, Program Evaluation, *Program Planning, Validity, *Vocational Education

The purpose of this study was to construct an instrument to be used in the collection and evaluation of data upon which to base decisions regarding the scope and character of vocational programs in individual high schools. Following a review of pertinent literature, a list of categories of information needed was drafted and organized under four divisions: (1) the vocational education needs of the community and goals of its people, (2) student educational objectives, (3) space and equipment availability, and (4) special administrative and instructional needs. After a review of the instrument by a selected jury, it was revised and prepared for use. Pilot schools were then selected and surveys conducted using the instrument. Specific conclusions were that the Vocational Education Act of 1963 has focused more attention by school administrators and school boards upon planning vocational programs, that the instrument can be used effectively, and that it is likely that the device will be more effective if used by professional school personnel. (Author/GEB)

ED 056 208 VT 014 135

Berkebile, Lonnie A.

Computer Applications to ERIC Clearinghouse Documents Collections: A User and Installation Handbook.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Contract—OEC-0-70-1214(519)

Note—306p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Computer Programs, Data Bases, Information Centers, Information Networks, *Information Processing, *Information Retrieval, Information Systems, *Information Utilization, Manuals, *Program Development, Research Tools, Research Utilization, Vocational Education

Identifiers—ERIC Clearinghouse Document Collections

The purpose of this handbook is to assist those who wish to utilize the computer in the production of magnetic tape records and abstract journals. Through use of the program described, it is possible to: (1) create a magnetic tape file of document resumes for use in retrieving information or generating bibliographies, and (2) generate camera-ready copy for production of an abstract journal which includes resumes and indexes. QUERY, a universal information retrieval program, may be utilized to search the magnetic tape file created by these programs. Developed by the ERIC Clearinghouse on Vocational and Technical Education and tested on its publications, the programs in the packages are written in PL/I for use on IBM 360 or other computers with a PL/I compiler. Also, a general description of the production procedures is given, followed by appendixes which provide keypunching procedures, job control language, control data cards, error messages, program listings, flow charts, and page samples. Details on development of the system are available as VT 014 134 in this issue. (Author/JS)

ED 056 209 VT 014 145

Job Descriptions and Organizational Analysis for Hospitals and Related Health Services.

American Hospital Association, Chicago, Ill.; Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date 70

Note—729p.; 1970 Revision

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L34.8:H79/971, $4.25)

EDRS Price MF-$0.65 HC-$26.32

Descriptors—*Administrative Organization, Employment Qualifications, Employment Services, *Health Occupations Education, *Hospitals, *Job Analysis, Jobs, Job Skills, Occupational Guidance, *Occupational Information, Vocational Counseling

Descriptions of 238 hospital payroll jobs are based on a job analysis study of all jobs within specified departments of 27 hospitals, and are intended for use of public employment offices and as a source of occupational information for hospital personnel administrators. Under major sections corresponding to the hospital divisions of Administration, Professional Care, and Plant Operation and Maintenance, a total of 29 individual departments are arranged in alphabetical order. The description of each department defines the function and purposes of that department, lines of authority, relationship with other groups, organizational chart, and other information. Following each description are discussions of the jobs in that department, outlining: (1) job duties, (2) machines, tools, equipment, and work aids needed to perform the job, (3) education, training, and experience, (4) worker traits, (5) job relationships, and (6) professional affiliation. (SB)

ED 056 210 VT 014 148

Rathbun, Donald L., Ed.

Manpower Research Visibility: "Real Life" Education Front.

American Vocational Association, Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Oct 71

Note—16p.

Journal Cit—American Vocational Journal; v46 n7 p61-76 October 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Educational Research, *Manpower Development, *Research Reviews (Publications), *Vocational Education

Identifiers—*Manpower Research

The eight studies reported involve manpower research with immediate relevance for administrators and practitioners involved in all aspects of occupational and practical arts education. Topics covered include: (1) Effects of Training on Labor Experience, (2) Upgrading Workers' Job Skills, (3) Breakthrough for Disadvantaged Youth, (4) Negro High School Dropouts Unreached by Federal Work Training Programs, and (5) Learning the Tool and Die Maker Trade. A bibliography lists the eight relevant studies and 30 additional studies. (BH)

ED 056 211 VT 014 149

Brenholtz, Gerald Severn

A Study to Determine Relationships between Vocational Education Curricular Evolution and Some Aspects of Occupational Evolution.

Pub Date Jan 67

Note—130p.; Ed.D. Dissertation, Texas University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-8085, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Agricultural Education, *Curriculum Development, Data Analysis, Distributive Education, Doctoral Theses, *Educational Needs, *Enrollment Trends, Industrial Education, Occupational Home Economics, Occupational Information, *Relevance (Education), *Vocational Education

This study was concerned with occupational trends in relation to the growth of vocational education endeavors to define the nature of the problem, assess trends, and examine major implications. The study consists primarily of an analysis of occupational data and vocational enrollment trends between 1950-51 and 1959-60. In addition, supplementary data were analyzed to delineate the decennial growth pattern for the period 1920-21 through 1960-61 to detect long-term trends. The findings were listed under the areas of agriculture, distributive education, vocational homemaking and industrial education. Specific conclusions include: (1) Vocational agriculture has high enrollment despite a serious decrease in agricultural employment, (2) Distributive education should have additional emphasis placed on secondary and adult programs, (3) Vocational homemaking has little relationship to vocational education, and (4) Industrial education deals with a large segment of the occupational program and should be augmented in size and scope. (Author/GEB)

ED 056 212 VT 014 151

Parks, Darrell Lee

Attitudes and Principles Regarding Vocational Education in Ohio.

Pub Date 68

Note—159p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-4952, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Doctoral Theses, Educational Attitudes, Program Development, *Program Improvement, State Surveys, *Superintendents, *Teacher Educators, *Vocational Education

Identifiers—Ohio

The major purposes of this study were to identify the attitudes of Ohio public school superintendents, vocational education supervisory personnel, and teacher educators regarding vocational education, and to determine their degree of acceptance of selected vocational education principles. The method of investigation employed an attitude scale which was developed into a questionnaire and sent to 166 Ohio public school administrators and 95 vocational education supervisors and teacher educators. Based on the analysis of this data, findings revealed that the attitudes of these educators were generally favorable toward vocational education. One conclusion of the study is that vocational education state supervisory and teacher education personnel were slightly more favorable towards vocational education than were public school superintendents. (Author/JS)

ED 056 213 VT 014 156

Student Health Opportunities Program: A Summer Youth Employment Program. Final Report.

Hospital Research and Educational Trust of New Jersey, Princeton.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-92-32-70-01-1

Pub Date Feb 69

Note—103p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 112, MF $0.95; see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Career Opportunities, *Disadvantaged Youth, Employment Opportunities, Health Services, *Hospitals, Manpower Development, Manpower Utilization, Student Development, *Summer Programs, Vocational Development, *Youth Employment

A summer youth employment program was designed to provide 70 disadvantaged high school students with opportunities for self-development by exposing them to a variety of hospital-based health careers during the summer vacation period and to stimulate interest in employment in health services to help meet the need for qualified personnel in this field. Included in the report is a history of the project, sections on selection of hospitals and students, program components, results, and recommendations. A model application form for students, reports of orientation meetings for hospital administrators and students, student questionnaire, hospital evaluations, and suggested evaluation guidelines are appended. (Author)

ED 056 214 VT 014 159

Wilder, Dolores J., Ed.

ERIC and the RCU.

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee Univ., Knoxville.

Report No—Inf-Ser-2

Note—18p.

Available from—Tennessee Research Coordinating Unit for Vocational Education, 909 Mountcastle Street, Knoxville, Tennessee 37916

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Research, Information Services, *Information Systems, Microfiche, Models, Program Descriptions, *Research Coordinating Units, *Research Tools, *Research Utilization, *Vocational Education

Identifiers—Educational Resources Information Center, ERIC, Tennessee

Described in this document are ways the Tennessee Research Coordinating Unit (RCU) utilizes the services of the Educational Resources Information Center (ERIC). Topics covered include: (1) About ERIC and Microfiche, (2) Who ERIC Helps, (3) ERIC and Other Information Products on File in the RCU Library, (4) How To Use ERIC, and (5) Query–A Computerized Search Program in Educational Research. (JS)

ED 056 215 VT 014 160

Wilder, Dolores J., Ed.

Tennessee Information Retrieval and Dissemination System for Vocational Education. Final Report (July 1, 1970-June 30, 1971).

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee Univ., Knoxville.

Report No—Res-Ser-4

Pub Date 30 Jun 71

Note—70p.

Available from—Tennessee Research Coordinating Unit for Vocational Education, 909 Mountcastle Street, Knoxville, Tennessee 37916

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Based Laboratories, *Educational Facilities, Educational Researchers, Information Retrieval, *Information Systems, *Information Utilization, Microfiche, Research Coordinating Units, *Research Libraries, Research Tools, Research Utilization, *Vocational Education

Identifiers—Educational Resources Information Center, ERIC, Tennessee

In order to move information concerning vocational and technical education from the library into the hands of practitioners, the Tennessee Research Coordinating Unit (RCU) in cooperation with the State Division of Vocational-Technical Education decided to develop a system of information retrieval and dissemination. Such a system has been developed through a series of seven phases which are: (1) minor remodeling of RCU facility to accommodate research library and resource materials, (2) installation of ERIC tapes on computer system, (3) development of a cataloging and filing system for materials, (4) installation of microfiche readers and files in 13 locations throughout the state, (5) updating of microfiche and related files, (6) workshops to orient users on availability and use of materials and equipment, and (7) development of a selective dissemination of information system for user groups. This report discusses each of these phases of development. Supplementary data in the appendix include a computer search questionnaire which was used to collect feedback on computer searches performed by the Tennessee RCU. (JS)

ED 056 216 VT 014 162

Hurst, Delbert B.

Knowledges and Skills Necessary for a Career in Business Electronic Data Processing.

Pub Date 70

Note—190p.; Ph.D. Dissertation, Georgia State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-17892, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Business Education, Clerical Workers, Community Surveys, *Curriculum Development, *Data Processing, Doctoral Theses, Educational Needs, Employer Attitudes, *Employment Qualifications, Human Relations, Office Occupations Education, Post Secondary Education, Program Development, Secondary Education, Student Needs, *Task Analysis

Identifiers—Atlanta, Georgia

Based on data collected from 79 computer installations in the metropolitan area of Atlanta, this study sought to ascertain the knowledges and skills required for a career in business electronic data processing. Specific data processing positions for which data were collected and analyzed were the clerical and professional positions which fall below the supervisory level. Data collected pertained to job requirements areas such as: (1) knowledges and skills needed for entry data processing positions and for advancement, (2) formal education and specific subjects recommended in business and mathematics, (3) technical and human relations weaknesses of inexperienced employees, and (4) programing languages. Conclusions of the study include: (1) Students may train for clerical data processing positions at either the high school level or the junior college level, (2) Students should train for the professional positions of programer and systems analyst at the postsecondary level, and (3) In the human relations area, accepting job responsibility is more of a problem than any of the other areas. (Author/JS)

ED 056 217 VT 014 165

Vasilyev, Yu.K. And Others

USSR-UNICEF Seminar on Pre-Vocational Training, Education and Vocational Orientation Within and Outside Schools (Moscow, USSR, October 12-31, 1970). Working Papers.

Academy of Pedagogical Sciences of the USSR, Moscow.

Pub Date 70

Note—278p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Cooperative Education, *Foreign Countries, *Manpower Development, *Occupational Guidance, School Community Cooperation, *Seminars, Student Needs, Teacher Education, Vocational Adjustment, Vocational Counseling, *Vocational Education

Identifiers—*Russia

Included in this document are 29 working papers presented at a Moscow seminar on Pre-Vocational Training, Education and Vocational Orientation Within and Outside Schools. Selected topics of the papers are: (1) System Of Labour Instruction, Education, and Vocational Guidance In U.S.S.R. Schools of General Education, (2) The Role of The Factory Community In The Labour Education Of Young Students, (3) The Training And Improvement Of The Qualification Of Teachers Of Workers Education, (4) The Personality Of The Pupil, (5) Psycho-Physiological Problems Of Vocational Adaptability, (6) Training For Work And Vocational Guidance In The Rural Schools, (7) Out-of-Classroom Work In Vocational Training Establishments, As A Means Of Promoting The Young Workers All-Round Development, (8) Determination of Vocational Suitability Of Adolescents For Work In Industry And Agriculture, (9) Role of Vocational Orientation In The Preparation Of Pupils For Work, (10) Organization of Vocational Guidance Work in the U.S.S.R., (11) Vocational Orientation Of Youth In The Soviet Socialist Republic Of Georgia In Relation To Basic Occupations, and (12) Radio and Television in the Education of Young People for Employment and as a Means of Popularizing Trades and Occupations. (JS)

ED 056 218 VT 014 167

Tomlinson, Robert M. And Others

Guidelines for Health Occupations Education Programs.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 71

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE.6/2:H34, $.55)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, Associate Degrees, *Comprehensive Programs, Educational Legislation, Educational Resources, Federal State Relationship, *Guidelines, Health Occupations, *Health Occupations Education, Information Sources, Manpower Development, Manpower Needs, Manpower Utilization, Program Administration, *Program Development, *Program Planning

These guidelines, drawn from a number of sources, are designed to present in summary and outline form the multiple aspects of establishing and operating educational programs for health occupations which require less than a baccalaureate degree. To assure usefulness to lay persons, educators, practitioners, and others concerned with health occupations, these guidelines review all aspects broadly, are brief enough to assure extensive use, and provide a base and direction for further study. The first chapters describe how the health industry and health workers are influenced by mounting social forces and advancing technology; the growth, needs, and changes in the health field; and the importance of considering each facet of the complex system for the delivery of health services. Subsequent chapters concern (1) the collaborative roles of involved groups, (2) resources and how to identify and develop them, (3) federal-state-local relationships, and (4) an outline of a comprehensive elementary to post-high school level program. Listings of planning and funding resources, agencies and organizations, information dissemination sources, and annotated references are appended. (Author/SB)

ED 056 219 VT 014 168

Comer, John C.

A Diagnostic Work Sample Instrument for Assessing Automotive Trade Competence.

Pub Date Dec 70

Note—134p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-17,251, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Ability Identification, *Auto Mechanics, Biological Influences, Cognitive Ability, *Decision Making Skills, Doctoral Theses, Industrial Education, *Instrumentation, Measurement Instruments, Mechanical Skills, Profile Evaluation, Statistical Analysis, *Trade and Industrial Education

The purpose of this study was to investigate a test procedure to determine auto mechanic know-how. Participants were allowed to look at, feel, and smell a number of defective vehicle parts in order to identify the part, indicate its condition, decide why it failed, and decide on whether to reuse it or not. The test was divided into 10 categories which are recognized in the trade as specialties. The four groups sampled included: (1) automotive service technicians working full-time in the trade, (2) automotive technician teachers, (3) automotive technician trainees, and (4) automotive parts men. As a result of this study, the hypothesis that diagnostic and prescriptive ability of an individual in examining parts or specimens carries with it the implication of his ability to perform the manipulative tasks associated with those parts in the vehicle was accepted. It was also concluded that the instrument that was developed can discriminate between groups or individuals with various levels of automotive trade competence. (Author/GEB)

ED 056 220 VT 014 171

Welch, William G., Sr.

The Determination of a Technical Core Curriculum for a Two Year Technical Program in Bio-Medical Electronics.

Western Wisconsin Technical Inst., La Crosse.

Pub Date Jun 70

Note—116p.

Available from—Bookstore, Western Wisconsin Technical Institute, 6th and Vine Street, La Crosse, Wisconsin 54601 ($2.50; please pay by check)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Advisory Committees, *Biomedical Equipment, Comparative Analysis, *Core Curriculum, Curriculum Planning, *Educational Needs, Educational Research, *Electronic Technicians, Equipment Maintenance, Occupational Information, Surveys, *Technical Education

The major concerns of this study were to determine the extent of need for bio-medical electronic technicians and to determine what would constitute a functional technical core curriculum for training to fill that need. Following a review of medical and electronic literature, a survey instrument was developed and sent to hospitals, manufacturers, clinics, and research centers in the bio-medical field. The data were analyzed and presented to an advisory committee which assisted in the determination of the areas of concentration and curriculum. The greatest need for Bio-Medical Electronic Technicians was in the area of maintaining and servicing, and a lessee need was for engineering aids and technicians capable of modifying and adapting equipment. It was concluded that to meet these demands the technician needs an in-depth knowledge of basic electronics with abilities to read and interpret schematic diagrams. Suggestions for the curriculum included emphasis on the service and maintenance of equipment, but not neglecting modification, adaption, and operation. A proposed 2-year (six quarters) program would culminate in an Associate of Science degree in bio-medical electronic technology. (Author/GEB)

ED 056 221 VT 014 172

Gillie, Angelo C., Ed.

The Annual Pennsylvania Conference on Post-Secondary Occupational Education (2nd).

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 71

Note—123p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrator Attitudes, Conference Reports, *Educational Accountability, *Educational Strategies, Faculty Evaluation, Post Secondary Education, Program Effectiveness, *Program Evaluation, Teacher Attitudes, Teacher Improvement, *Technical Education, *Vocational Education

This conference on the evaluation and effectiveness of postsecondary occupational education was for the purposes of: (1) providing presentations on evaluation of postsecondary occupational education in terms of programs, faculty, and institutions, (2) providing information that would better enable participants to identify some elements for evaluation, (3) providing an opportunity to exchange ideas, and (4) continuing the series of annual conferences as a joint venture between the university and postsecondary institutions. Presentations included: (1) "Strategies for Evaluation of Postsecondary Occupational Programs" by Leland L. Medsker, (2) "Commentaries on Dr. Medsker's Paper" by John Leathers and Raymond A. Pietak, (3) "Faculty Evaluation: A Project Report" by James L. Evanko, (4) "-Strategies for Assessing Teacher Effectiveness in Postsecondary Occupational Programs" by Robert Wiegman, (5) "Commentary on Dr. Wiegman's Paper" by Eugene J. Kray, (6) "-Teachers for Post-High School Occupational Programs" by Herbert S. Eisenstein, (7) "The Accountablility of Occupational Education to Society" by Anthony J. Salatino, (8) "Commentaries on Dr. Salation's Paper" by Fred A. Snyder and Kermit C. Morrissey, and (9) "Evaluation of the Conference" by Richard R. Olson. (GEB)

ED 056 222 VT 014 175

Hudson, John B.

An Evaluation of the Training Provided in Correctional Institutions under the Manpower Development and Training Act, Section 251. Volume I: Perspectives on Offender Rehabilitation. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—MEL-70-09-A

Pub Date Mar 71

Note—72p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 200 625, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Community Attitudes, Correctional Education, Corrective Institutions, *Criminology, Delinquent Behavior, Employment Level, Family Attitudes, *Job Training, *Program Evaluation, Recidivism, *Vocational Rehabilitation

Identifiers—Manpower Development and Training Act, MDTA

This first volume of a three part study evaluating vocational training provided in correctional institutions, focuses on theoretical foundations and historical developments of offender vocational rehabilitation. The effect of factors such as the family, community environment, and employment status on criminal behavior and rehabilitation are considered. The emphasis for successful rehabilitation through job training is on steadiness and regularity of post-release opportunities, since previous research supports the hypothesis that job training and subsequent employment on a regular basis is related to parole success. Since the accepted adult male role in our society is based on employment, efforts to reintegrate the offender into normal pursuits are correctly based upon training for gainful employment. Related documents, volumes two and three, are available as VT 014 176 and VT 014 177 respectively. (Author/GEB)

ED 056 223 VT 014 176

McDonnell, John C.

An Evaluation of the Training Provided in Correctional Institutions under the Manpower Development and Training Act, Section 251. Volume II: Profiles of Inmate Training Projects. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—MEL-71-09-B

Pub Date Apr 71

Note—192p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 200 626, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Correctional Education, Corrective Institutions, *Criminology, Disadvantaged Groups, Guidance Programs, Institutional Environment, *Job Training, *Program Administration, *Program Evaluation, Recidivism, *Vocational Rehabilitation, Vocational Retraining

Identifiers—Manpower Development and Training Act, MDTA

As the second volume in a three part study evaluating vocational training provided in occupational institutions, this document is concerned with the administrative and legislative development of vocational training in correctional institutions, and with the characteristics of the 25 projects covered by this study. The basic aspects considered for each project include: (1) the characteristics of its overall training program, (2) the characteristics of the vocational training courses it provided, and (3) the characteristics of the institutional environment in which these projects operated. The data collected for this report were obtained through interviews and record reviews at the national, regional, state, and local levels. Related volumes one and three are available as VT 014 175 and VT 014 177 respectively. (Author/GEB)

ED 056 224 VT 014 177

McDonnell, John C.

An Evaluation of the Training Provided in Correctional Institutions under the Manpower Development and Training Act, Section 251. Volume III: Impact of the Training Program on Trainees. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—MEL-71-09-C

Pub Date May 71

Note—218p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 200 627, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Correctional Education, *Criminology, Disadvantaged Groups, Employment Trends, *Job Training, Performance Factors, *Program Evaluation, Recidivism, Vocational Followup, *Vocational Rehabilitation

Identifiers—Manpower Development and Training Act, MDTA

This third volume of a three part study evaluating vocational training provided in correctional institutions, focuses on the rehabilitation program's impact on offender post-release performance, evaluated in terms of recidivism and employment status. Data were obtained through post-release questionnaires distributed at selected intervals to trainees and control group members. Results indicated that the training programs had a positive effect on the trainees. In addition to program results, recommendations are given for program improvement on the national, state, and local levels. Related volumes one and two are available as VT 014 175 and VT 014 176 respectively. (Author/GEB)

ED 056 225 VT 014 180

Pascal, Anthony N.

Enhancing Opportunities in Job Markets: Summary of Research and Recommendations for Policy. Final Report.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-LN-951

Pub Date Mar 71

Note—63p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 201 171, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, *Economic Factors, Employment Opportunities, *Job Market, Low Income Groups, Manpower Needs, Manpower Utilization, *Program Evaluation, Research Projects, *Youth Employment

As a result of research conducted for the Office of Economic Opportunity (OEO) regarding opportunities in the job market, this report includes: (1) a description of the policy and program recommendations suggested by research findings, and (2) a synthesis of research findings applicable to OEO, particularly highlighting their relevance to policymaking. Research findings are presented on such topics as manpower program evaluation, youth employment opportunity, labor market impediments facing disadvantaged workers, effects of national policy on the poor, and race differences in income. Policy implications are organized into general anti-poverty programs, youth programs, and programs for further research. (Author/GEB)

ED 056 226 VT 014 198

Kievit, Mary Bach

An Investigation of the Effectiveness of a Design to Initiate Curriculum Change in Home Economics Follow-Up: Phase II. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Occupational Research and Development Branch.

Report No—Occup-Res-Devel-Monog-10

Pub Date May 71

Note—140p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Development, Educational Change, Educational Research, *Followup Studies, Home Economics Education, *Home Economics Teachers, Inservice Teacher Education, *Occupational Home Economics, *Secondary Education, Teacher Characteristics, Workshops

A 15-month followup study was made of an experimental group of 79 home economics teachers who attended workshops encouraging adoption of wage-earning emphases in comprehensive high schools and a control group of 79 teachers to determine: (1) the extent and nature of curriculum change, (2) the extent to which curriculum change would have occurred without the workshops, (3) characteristics of teachers who did and did not modify curriculum, and (4) differences between teachers who did and did not adopt wage-earning emphases. Data from 129 teachers revealed that the frequency of change reported by the experimental group exceeded the control group from 7 to 17 percent, and the integration of units into existing courses was the most frequently reported type of wage-earning emphasis incorporated. Findings also indicated that teachers most likely to adopt the innovation of wage-earning emphases (1) are mature professionals between 40 and 50 years of age, (2) have stability in their teaching position, (3) report favorable family attitudes toward their working, (4) perceive themselves as highly effective teachers, (5) report participation in professional organizations, and (6) have more highly positive attitudes toward vocational education. Phase I of this project is available as ED 049 358. (SB)

ED 056 227 VT 014 200

Guidelines to Initiate and Operate a Cooperative Vocational Education Program.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 71

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Organization, *Cooperative Education, Employment Practices, Financial Support, Guidelines, *Manuals, *Program Development, *Program Planning, Records (Forms), Secondary Grades, *Vocational Education

Prepared by the State Department of Vocational Education, this handbook is for school administrators, coordinators and teachers to use in planning, establishing and conducting cooperative vocational education programs. The basic purpose of the cooperative program is to provide occupational training through the use of business and industrial concerns. Problems connected with such a program include: (1) program organization and establishment, (2) program guidelines, (3) law, rules, and regulations for employment, (4) administration and supervision, (5) financing the program, and (6) evaluation. Information concerning procedures and sample forms is appended. (GEB)

ED 056 228 VT 014 205

The Secretary's Regional Conferences on Vocational Education, New York. Summary, 1971.

Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—69p.; Report of a Region II Conference (New York, N.Y., May 12-13, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, School Industry Relationship, *Student Needs, Vocational Education
Identifiers—Region 2

This Region II conference called by the Secretary of Health, Education, and Welfare, brought together 350 participants from New York, New Jersey, Puerto Rico, and the Virgin Islands to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some concerns resulting from the 2-day conference were: (1) The educational system must be relevant to the needs of all persons in our society, (2) The educational system which presently carries an assortment of labels should be one system, all leading to one goal titled career education, (3) The educational system cannot function satisfactorily until the professional educator seeks the cooperation, advice, and support of people from industry and labor, (4) The educational system must provide ways of teaching people the dignity of work, and (5) The educational system must be changed or modified, particularly in the early years. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385-103 387, VT 014 206-VT 014 210 and VT 014 228 in this issue. (SB)

ED 056 229 VT 014 206
The Secretary's Regional Conferences on Vocational Education, Philadelphia. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—54p.; Report of a Region III Conference (Philadelphia, Pa., April 13-14, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, School Industry Relationship, *Student Needs, Vocational Education
Identifiers—Region 3

This Region III conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from six eastern states to discuss how career education needs of youth and adults and the needs of the economy are being met, determine the role of vocational education in the process, and identify methods of redirecting education in the 1970's so that secondary students are prepared for immediate employment or further education. The general conclusion of the 2-day conference was that the present program of education does not meet the career education needs of youth or adults. Some recommendations were: (1) Career education should be adopted as a national program and with appropriate funding priorities, (2) Improved techniques should be developed for projecting manpower needs at the local, state, and regional levels, as a basis for program planning, (3) A partnership should be formed with education, the community, business, labor unions, and government to design the structure of career education, and (4) The guidance and counseling program needs to be improved by providing career guidance, job placement, and followup services. Related reports are available as VT 013 385-013 387, VT 014 205-014 210 and VT 014 228 in this issue. (SB)

ED 056 230 VT 014 207
The Secretary's Regional Conferences on Vocational Education, Atlanta. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date 16 Jul 71
Note—91p.; Report of a Region IV Conference (Atlanta, Ga., June 2-3, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, School Industry Relationship, *Student Needs, Vocational Education
Identifiers—Region 4

This Region IV conference called by the Secretary of Health, Education, and Welfare, brought together 280 participants from eight southern states to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some highlights from group discussions during the 2-day conference are: (1) School administrators apparently do not desire to change curriculum to meet needs of industry, (2) Business and industry have vast resources that could be utilized by educators in the development of career education programs, (3) The cluster concept should be evaluated in light of present demands of the economy, with adjustments where necessary, (4) A closer relationship is needed between academic and vocational education, and (5) Teachers should be given an opportunity to improve through preservice and inservice teacher training. Summaries of other conference activities are included. Other regional conference reports are available as VT 013 385-013 387, and VT 014 205-014 210, and VT 014 228 in this issue. (SB)

ED 056 231 VT 014 208
The Secretary's Regional Conferences on Vocational Education, Dallas Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71
Note—68p.; Report of a Regional VI Conference (Dallas, Texas, April 29-30, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, *Student Needs
Identifiers—Region 6

This Region VI conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from New Mexico, Texas, Oklahoma, Arkansas and Louisiana to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some major concerns expressed by the participants were: (1) Adequate and realistic occupational guidance and counseling, (2) Educational objectives that are more occupationally oriented, (3) Need for making and keeping programs relevant to current needs of students and the economy, (4) Need for updating and improving teacher education programs, (5) Utilizing school facilities for 12 months and lengthening the school day, and (6) Greater utilization of private schools in occupational training programs. Summaries of conference activities are included. Other regional conference reports are available as VT 013 385-013 386, VT014 205-VT014 210, and VT 014 228 in this issue. (SB)

ED 056 232 VT 014 209
The Secretary's Regional Conferences on Vocational Education, Chicago. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—72p.; Report of a Regional V Conference (Chicago, Ill., May 18-19, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, School Industry Relationship, *Student Needs, Vocational Education
Identifiers—Region 5

This Region V conference called by the Secretary of Health, Education and Welfare, brought together 249 participants from six midwestern states to discuss how career education of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. The general consensus of the 2-day conference was that the present total educational system is inadequate but that vocational education has generally provided relevant and useful services for its students. The prepared career education concept was accepted with these reservations: (1) that elementary school children not be programed along specific occupational lines, (2) that content of specific vocational education not be "watered down," (3) that completion standards for school-industry programs be jointly established, (4) that career education not be dominated by general education or similar philosophies, and (5) that vocational educators participate in policy formation, program development, and implementation. Other regional conference reports are available as VT 013 385-013 387, VT 014 205-014 210, and VT 014 228 in this issue. (SB)

ED 056 233 VT 014 210
The Secretary's Regional Conferences on Vocational Education, Boston. Summary, 1971.
Office of Education (DHEW), Washington, D.C.
Pub Date May 71
Note—53p.; Report of a Region I Conference (Providence, Rhode Island, May 26-27, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, Manpower Needs, *Program Effectiveness, *Program Improvement, Program Planning, *Student Needs, Vocational Education
Identifiers—Region 1

This Region I conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from six New England states to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. The general consensus of the 2-day conference was that education is not meeting the needs of people, the needs for manpower, nor the needs of the economy. The concept of career education appears to be the most popular approach to the infusion of change in the educational system, but the many definitions of career education are creating communication barriers to the development of processes and are stimulating fears that the term will eventually water down all existing good practices that are proving effective in meeting a fragment of the needs. Additional recommendations and summaries of conference activities are included. Related reports are available as VT 013 385-013 387, VT 014 205-014 209, and VT 014 228 in this issue. (SB)

ED 056 234 VT 014 212
Community Health Nursing for Working People. A Guide for Voluntary and Official Health Agencies to Provide Part-Time Occupational Health Nursing Services.
Public Health Service (DHEW) Cincinnati, Ohio. Consumer Protection and Environmental Health Service.
Report No—PHS-PUB-1296
Pub Date 70
Note—68p.; 1970 Revision
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 20.1608:N93, $.40)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Health Services, Employees, *Guidelines, *Industry, *Nursing, Program Administration, *Program Development, Program Planning

Developed on the assumption that part-time nursing services will eventually become part of a comprehensive health program for each industry served, this 3-part guide contains guidelines for planning, promoting, and developing a part-time nursing service. Part I provides administrative

considerations for planning the service and responsibilities of the agency and management. Part II discusses the services offered by the agency, including care for injuries and medical conditions, first aid, health appraisal, followup services for ill or injured employees, health counseling and education, immunization, and keeping records, files and reports. Part III contains selected information which would be useful in program development, including references, and sample contract, record, and report forms. (SB)

ED 056 235 VT 014 222

Kraft, Richard H. P.

Perspectives on Progress: Career Education in Florida; Statewide Evaluation of Vocational-Technical Education 1970-1971.

Florida State Univ., Tallahassee. Dept. of Educational Administration.

Spons Agency—Florida State Board of Health, Jacksonville.

Pub Date 71

Note—347p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Career Education, Cost Effectiveness, Disadvantaged Youth, Employer Attitudes, Information Needs, Manpower Development, Post Secondary Education, Program Administration, Program Costs, *Program Evaluation, Program Improvement, Secondary Education, *State Surveys, Student Needs, Technical Education, *Vocational Counseling, *Vocational Education

Identifiers—*Florida

In preparing this evaluation report, the Florida State Advisory Council on Vocational and Technical Education believed that evaluation should (1) focus on the people and their needs, (2) look into all parts of the human resources development program of the State, and (3) identify the employment opportunities within the State and the vocational services required. Among the findings are: (1) Effective programs in guidance and counseling require full support for implementation, (2) There is a very positive return on investment in vocational-technical education both to the individual and to society, (3) Community college level programs for the disadvantaged are more diversified and comprehensive than secondary level programs, and (4) Employers are not completely happy with the products of Florida's schools. Recommendations concern: (1) better publicizing, (2) work experience programs for counselors, (3) accurate labor market supply and demand information, (4) occupational programs at the secondary and presecondary level, and (5) adequate funds for vocational guidance. (Author/JS)

ED 056 236 VT 014 228

The Secretary's Regional Conferences on Vocational Education, Kansas City. Summary, 1971.

Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—55p.; Report of a Region VII Conference (Kansas City, Missouri, June 7-8, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Career Planning, Conference Reports, Elementary School Curriculum, High School Curriculum, Interagency Cooperation, *Program Effectiveness, Program Evaluation, *Program Improvement, Program Planning, School Industry Relationship, *Student Needs, Vocational Education

Identifiers—Region 7

At this Region VII conference called by the Secretary of Health, Education, and Welfare, 161 participants from Iowa, Kansas, Missouri and Nebraska met to discuss how career education needs of youth and adults and the needs of the economy are being met, to determine the role of vocational education in the process, and to identify methods of redirecting education in the 1970's so that secondary students will be prepared for immediate employment or further education. Some recommendations from the 2-day conference were: (1) Vocational education and career development should be a continuous process from Grades K-14, (2) A much closer relationship is needed between industry and education in providing for effective transition from school to work, (3) All training for new and emerging industry should be developed cooperatively with the state economic development and vocational education officials, (4) Student loans for persons attending a vocational program should be available as loans for persons attending college, and (5) Funding of the Vocational Education Act should be made 1 year in advance. Related reports are available as VT 013 385-013 387 and VT 014 205-014 210 in this issue. (SB)

ED 056 237 VT 014 232

Heggen, James Richard

A Study of Aptitudes and Achievement of Students Confined at the Utah State Industrial School for the Purpose of Determining Occupational Aptitude Patterns to Be Used as Guidelines for Formulating a Vocational Education Curriculum.

Pub Date 68

Note—110p.; Ed.D. Dissertation, Utah State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-1073, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Aptitude Tests, Correctional Education, *Correctional Rehabilitation, Delinquents, Doctoral Theses, Low Achievement Factors, Occupational Choice, Program Design, *Program Planning, *Vocational Aptitude, *Vocational Education, Youth

Identifiers—California Achievement Test, CAT, GATB, General Aptitude Test Battery, *Utah State Industrial School

This study attempted to answer six questions: (1) What are the differences between the aptitudes of students aged 15.5 to 18.5 confined to the Industrial School as established by the General Aptitude Test Battery (GATB), (2) What are the differences as compared to the norms established by the California Achievement Test (CAT), (3) What are the differences as compared to those confined more than once, (4) Which occupational aptitude patterns are most prevalent, (5) Can the CAT and the GATB be used as measures of aptitudes and achievement of these students, and (6) Based on established occupational aptitude patterns, what type of curriculum would best meet the needs of the confined students. Based on the CAT, the total group was found to be retarded 3.7 years, and on the GATB they were found below the norms relating to intelligence, verbal, mathematical, and clerical perception, and above norms in manual dexterity and form perception. The type of curriculum suggested was a general vocational curriculum with stress on vocational guidance and a well-defined work experience program. (GEB)

ED 056 238 VT 014 237

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Fall 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—22,850p.

EDRS Price MF-$71.63 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, Information Retrieval, *Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in the Fall 1971 issue (VT 014 129) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author index from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 056 239 VT 014 246

Criteria for the Evaluation of Educational Programs in Practical Nursing.

National League for Nursing, New York, N.Y. Dept. of Practical Nursing Programs.

Report No—Pub-38-1178

Pub Date 71

Note—22p.; 1971 Revision

Available from—National League for Nursing, 10 Columbus Circle, New York, New York 10019 (Publication Number 38-1178, $0.75)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Administrative Organization, Criteria, Curriculum, Educational Facilities, *Evaluation Criteria, Faculty, *Guidelines, *Health Occupations Education, *Practical Nurses, Program Evaluation, Standards, Students

Prepared by practical nursing educators, this document is intended to serve as a tool for (1) self-evaluation by educational programs in practical nursing, (2) evaluation for accreditation by the National League for Nursing, and (3) appraisal of plans for the development of new practical nursing programs. The statements, whcih are organized into criteria and related guidelines, cover the areas of philosophy and objectives, organization and administration, curriculum, faculty, students, facilities and resources, records, and evaluation. This is a revision of the original criteria, available as ED 025 607. (SB)

ED 056 240 VT 014 264

McKinney, Floyd L. Oglesby, Charles

Developing and Conducting Follow-Up Studies of Former Students.

Kentucky Research Coordinating Unit, Lexington.

Pub Date Sep 71

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Dropouts, *Followup Studies, *Graduate Surveys, Guidelines, *Methods, Program Development, *Program Effectiveness, Program Evaluation, *Techniques, Vocational Education

Individuals or groups interested in conducting follow-up studies of former students should find this document helpful. A follow-up study is a procedure for accumulating pertinent data from or about individuals after they have had similar or comparable experience. Generally the follow-up study should obtain information which assists in determining the extent to which objectives of the system have been met. Determining the procedure and the groups to be used is discussed. Also, instrumentation, locating respondents, and organizing for the study are areas of concern. (GEB)

ED 056 241 VT 014 311

The Work Sample: Reality-Based Assessment of Vocational Potential.

Mobilization for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-82-34-69-21-4

Pub Date Mar 71

Note—152p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 474, MF $0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Aptitude Tests, *Disadvantaged Groups, Employers, Employment, Evaluation, *Job Analysis, Job Placement, *Manuals, Program Development, *Screening Tests, Standards, Task Performance, Unemployment, Vocational Counseling

Developed as a handbook, this document is intended to serve as a technical guide for establishing vocational evaluation units as a means of screening minorities for successful job placement and fulfillment. In the proposed vocational evaluation units, the potential employee uses the tools, materials, and equipment of a given occupation in a simulated work atmosphere, and is evaluated solely on these work samples. This "how-to" manual discusses: (1) The Development of Work Samples, (2) Establishment and Operation of the Vocational Evaluation Unit, and (3) The Selection, Training, and Supervision of Vocational Evaluators. Work sample units of this type would be useful in Federal manpower training centers and in high schools across the country. (JS)

ED 056 242 24 VT 014 372

Littig, Lawrence W.

A Study of Certain Personality Correlates of Occupational Aspirations of Black and White College Women. Final Report.

Howard Univ., Washington, D.C. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0090
Pub Date Sep 71
Grant—OEG-0-70-2725
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, Affiliation Need, Aspiration, *College Students, *Females, Motivation, Negroes, *Occupational Aspiration, Personality Studies, *Racial Differences, *Social Environment

As part of a series of studies investigating occupational aspirations, this study explores the relationships between certain types of motivation and the occupational aspirations of black and white female college students. With emphasis on occupations which, by tradition, have been either open or closed to blacks, the design of the study involved three samples of 100 college women from three social settings--white middle class, black middle class, and black working class. Instruments used in the study were the French Test of Insight and the Questionnaire on Vocational Goals of College Students. Analysis of the data collected with these instruments revealed no systematic relationships between motivation indices and aspiration to the above occupations. However, it was noted that whites were more indecisive than the blacks regarding their real occupational goals and their ideal occupational goals. Further, it is suggested that black women are more career-oriented and use the same occupations when responding to questions about their ideal goal as they do when stating their real goal. (Author/JS)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ——— ED 013 371

Ability Grouping

Homogeneous and Heterogeneous Grouping: Principal Findings and Implications of a Research of the Literature.
ED 056 150

Two Experiments in Homogeneous Sectioning of Students in General Physics.
ED 055 838

Ability Identification

A Diagnostic Work Sample Instrument for Assessing Automotive Trade Competence.
ED 056 219

Grade 11 Norms for the Academic Interest Measures: Appendix D to The Measurement of Academic Interests Part I. Characteristics of the Academic Interest Measures.
ED 056 057

Able Students

Top-Quarter Seniors in Virginia Public High Schools Spring, 1970; Part II: Selected Achievement Characteristics.
ED 055 565

Abortions

Family Planning Evaluation. Abortion Surveillance Report--Legal Abortions, United States, Annual Summary, 1970.
ED 055 869

Abstracting

Understanding Film as Process of Change: A Metalanguage for the Study of Film Developed and Applied to Ingmar Bergman's "Persona" and Alan J. Pakula's "The Sterile Cuckoo."
ED 056 016

Abstracts

Environment Information ACCESS, Volume 1 Number 6.
ED 055 817

Environment Information ACCESS, Volume 1 Number 8.
ED 055 825

Environment Information ACCESS, Volume 1 Numbers 11 and 12.
ED 055 856

Environment Information ACCESS, Volume 1 Numbers 13 and 14.
ED 055 894

ERIC Abstracts: A Collection of ERIC Document Resumes on Evaluating Teacher Effectiveness. ERIC Abstracts Series, Number Twenty.
ED 055 311

Migrant Education, A Selected Bibliography. Supplement No. 2.
ED 055 706

Rural Education and Small Schools, A Selected Bibliography. Supplement No. 1.
ED 055 695

Academic Ability

An Analysis of Elementary School Children's Ability to Learn Anthropological Content at Grades Four, Five, and Six.
ED 055 925

Academic Achievement

Aanalysis of the 1969-1970 Academic Tutorial Program at Michigan State University.
ED 055 541

An Analysis and Evaluation of Islands of Differentiated Staffing in Grand Forks Public Schools, Grand Forks, North Dakota.
ED 055 356

An Analysis of Elementary School Children's Ability to Learn Anthropological Content at Grades Four, Five, and Six.
ED 055 925

Anthropology Achievement of Normal and Disadvantaged Kindergarten Children.
ED 055 924

College Students: A Revealing Comprehensive Seven-Year Study of 1106 University Freshmen Attrition, Graduation, and Followup.
ED 055 300

Every Kid a Winner: Accountability in Education.
ED 055 330

Expectancy, Achievement, and Self-Concept Correlates in Disadvantaged and Advantaged Youths.
ED 056 134

Homogeneous and Heterogeneous Grouping: Principal Findings and Implications of a Research of the Literature.
ED 056 150

Rural Child Care Project, 1968-1969 Research Evaluation. Volume II: Hypotheses 1-8. Final Report.
ED 055 682

A Summary of the Assessments of the District's Integration Programs, 1964-1971. Research Report Series 1971-72, Number 9.
ED 056 139

The Teaching of Anthropology in the First and Fourth Grades: A Comparison of the Trained and Non-Trained Teachers as Measured by Pupil Test Performance.
ED 055 927

Academic Aspiration

Educational and Vocational Goals of Urban White and Negro Youth in South Carolina.
ED 056 188

A Study of Some of the Important Factors Which Encourage Indian Students in Apache and Navajo Counties in Arizona to Seek a Higher Education After High School Graduation.
ED 055 718

Academic Interest Measures

Grade 11 Norms for the Academic Interest Measures: Appendix D to The Measurement of Academic Interests Part I. Characteristics of the Academic Interest Measures.
ED 056 057

The Measurement of Academic Interests: Part I. Characteristics of the Academic Interest Measures.
ED 056 056

Academic Performance

Relationship of Class Size and Various Cognitive Variables to Academic Achievement.
ED 055 591

Student Contracts.
ED 055 503

Accreditation (Institutions)

Criteria for the Evaluation of Educational Programs in Practical Nursing.
ED 056 239

Accreditation by Contract

A School Improvement Process. Accreditation by Contract.
ED 055 331

Acculturation

A Challenging Direction for Foreign Languages.
ED 055 527

Migration, Culture and Health of Mexican Americans in an Acculturation Gradient.
ED 055 722

Achievement

An Investigation of the Interaction of Certain Instructional Strategies with the Structure of Basic Mental Abilities in the Learning of Some Mathematical Operations.
ED 055 767

Relationships Among Teacher Attitude, Student Attitude, and Student Achievement in Elementary School Arithmetic.
ED 055 774

Research Report of the Specialized Teacher Project 1969-1970.
ED 055 852

Top-Quarter Seniors in Virginia Public High Schools Spring, 1970; Part II: Selected Achievement Characteristics.
ED 055 565

Achievement Rating
A Study of the Effect of Age on Achievement in Adults Studying English in an Intensive Course.
ED 056 013

Acoustic Phonetics
An Acoustical and Physiological Investigation of the Arabic /E/.
ED 055 469
Arabic Phonology: An Acoustical and Physiological Investigation.
ED 055 486

Action for Children's Television
Reply Comments; Action for Children's Television, Docket Number 19142.
ED 055 462

Action Programs (Community)
Your Environment and What You Can Do About It.
ED 055 887

Activism
New Left Beliefs, Trust in Others, and Instrumental Cheating.
ED 055 307
When Students Rebel: The American Collegiate Experience.
ED 055 557
Youth in Turmoil. America's Changing Youth Cultures and Student Protest Movements. Crime and Delinquency Issues: A Monograph Series.
ED 055 290

Activity Learning
Resident Outdoor Education: An Experimental Venture.
ED 055 720

Adjustment (to Environment)
An Evaluation of Rehabilitation Services and the Role of Industry in the Community Adjustment of Psychiatric Patients Following Hospitalization. Final Report.
ED 056 159
Vocational Development Interview Schedule--Form A.
ED 056 099

Administration
Camping: Administration, Counseling, Programming.
ED 055 694
The KLH Experience: An Evaluative Report of Day Care in Action at the KLH Child Development Center Cambridge, Massachusetts.
ED 055 657

Administrative Change
Evidence for Administrative Changes in Federal-State-Local Education. State Intergovernmental Education Project: A Study of Cooperation.
ED 055 320

Administrative Organization
Job Descriptions and Organizational Analysis for Hospitals and Related Health Services.
ED 056 209
Planning-Programming-Budgeting System. Intermediate Unit Planning Study. Final Report.
ED 055 367
The Universities and Environmental Quality--Commitment to Problem Focused Education. A Report to The President's Environmental Quality Council.
ED 055 768

Administrative Personnel
1969-70 Oak Ridge Workshops for Faculty and Administrators of Traditionally Negro Institutions.
ED 055 545
Alternative Team Approaches To Promote Educational Leadership. Project Kansas 76: Concept Paper.
ED 056 001
Collective Negotiations and Public Administration. Conference on Collective Negotiations and Public Administration (Iowa City, March 24-26, 1970). Conference Series No. 15.
ED 055 363
Educational Leadership as Organizational Renewal.
ED 056 000
Student Involvement: A Bridge to Total Education. Revised Edition.
ED 055 313
The Supervisor as a Catalyst for Change: A Comparative Study on the Role of the Foreign Language and Science Supervisors.
ED 055 526

Administrative Policy
Statement on CATV from the FCC to the Senate Committee.
ED 055 460
Student Involvement: A Bridge to Total Education. Revised Edition.
ED 055 313

Administrative Principles
A Class of Administrative Models for Maintaining Anonymity During Merge of Data Files. A Draft.
ED 055 319
Principles and Practices for First-Line Supervisors in Rehabilitation. A Report from the Study Group on Principles and Practices for Effective First-Line Supervision in Rehabilitation Counseling.
ED 056 182
Vistas to More Administrative Accountability.
ED 055 323

Administrative Problems
Collective Negotiations and Public Administration. Conference on Collective Negotiations and Public Administration (Iowa City, March 24-26, 1970). Conference Series No. 15.
ED 055 363
Evidence for Administrative Changes in Federal-State-Local Education. State Intergovernmental Education Project: A Study of Cooperation.
ED 055 320

Administrator Attitudes
An Attitudinal Survey Concerning the Responsibilities of the Intermediate-Level Director of Vocational Education in California.
ED 056 206

Administrator Evaluation
Accountability in Education. Educational Administration Workshop. Summer, 1970.
ED 055 359

Administrator Responsibility
An Attitudinal Survey Concerning the Responsibilities of the Intermediate-Level Director of Vocational Education in California.
ED 056 206

Administrator Role
Institute of Administrative Leadership in School Desegregation and Equal Education Opportunity. Final Report.
ED 056 114
Special Training Institute for Educational Leaders and Other Community Leaders to Work on Problems Arising From Desegregation of Public Schools. Final Report.
ED 056 113

Admission (School)
Attitudes of City University of New York Students Towards Open Admissions.
ED 055 556

Admission Criteria
College Students: A Revealing Comprehensive Seven-Year Study of 1106 University Freshmen Attrition, Graduation, and Followup.
ED 055 300
Open Admissions at CUNY: An Overview of Policy and Research.
ED 055 544

Adolescence
Motivations for Psychoactive Drug Use among Students. Getting High in High School.
ED 055 282

Adopted Children
Todays Foundlings: A Survey of Young Children Admitted to the Care of Voluntary Societies in England.
ED 055 654

Adoption (Ideas)
Homegrounds Improvement Practices of Selected Homeowners and Renters in Polk County, Tennessee. A Research Summary of a Graduate Study.
ED 055 274

Adult Basic Education
Basic Education and E.S.L. Counseling in the Work Incentive Program. A Summary.
ED 055 275
Do Literacy Programs Make a Difference?
ED 055 734
Family & Personal Development in Adult Basic Education: Curriculum Guide and Resource Units.
ED 055 266

Adult Education
Adult Education and Community Organization in the U.S.A. and Canada.
ED 055 264
Adult Education in Sweden.
ED 055 263
Adult Learning Program Service (ALPS).
ED 055 437
Mass Media and Adult Education.
ED 055 445
Office Machines Resource Materials for Adult Programs in Business Education.
ED 055 279
The Place of Education by Correspondence in Permanent Education.
ED 055 281
The Relation Between Nutrition Knowledge and the Dietary Intake of Selected Women: A Basis for Adult Education Program Development.
ED 056 179

Adult Education Programs
Mass Media and Adult Education.
ED 055 445

Adult Learning
A Study of the Effect of Age on Achievement in Adults Studying English in an Intensive Course.
ED 056 013

Adult Learning Program Service
Adult Learning Program Service (ALPS).
ED 055 437

Adults
Adult Experiences Questionnaire.
ED 056 066

Adult Students
Elementary Oral English for Speakers of Cantonese: Teacher's Guide for Pronunciation Practice.
ED 055 487
Motivating the Learner: Ideas for Instructors of Consumer-Homemaking Programs Working with Adults.
ED 055 270
Selecting Teaching Techniques: Ideas for Instructors of Consumer-Homemaking Programs Working with Adults.
ED 055 269

Advanced Placement
How Foreign Language Develops Character by Widening the Learner's World.
ED 055 494

Advanced Placement Programs
Advanced Placement Mathematics Calculus, Grade 12 Curriculum Guide.
ED 055 820

Advisory Committees
PERT Application: Formation of an Advisory Committee at the Community College.
ED 055 590
Workshop on Developing and Using Vocational and Technical Education Citizens Advisory Councils (Urbana, Illinois, June 29-July 2, 1971). Final Report.
ED 056 205

Aerospace Technology
Apollo 15 at Hadley Base.
ED 055 923
Status Report, Teacher Certification.
ED 055 870

Affective Objectives
How Foreign Language Develops Character by Widening the Learner's World.
ED 055 494
The Use of Comprehensive Models in Classroom Instruction.
ED 056 006

Affective Tests
Evaluative and Emotional Factors in Learning a Foreign Language.
ED 055 533

Africa
A Human Resource Approach to the Development of African Nations.
ED 055 977

African American Studies
Black Studies in Community Colleges. PREP-26.
ED 055 579
The College and Cultural Diversity; The Black Student on Campus: A Project Report.
ED 055 563
A Constant Variable: New Perspectives on the Community College.
ED 055 580
Project Self-esteem: Some Effects of an Elementary School Black Studies Program.
ED 056 149
The Segmental and Suprasegmental Phones, Phonemes, and Morphophones of an Afro-American Dialect.
ED 056 046

African Languages
Luganda Pretraining Program.
ED 055 520
Sonrai Basic Course. Final Report.
ED 055 498

Afro Asiatic Languages
Nationality-Nationalism and Nation-Nationism.
ED 055 470

Age Differences
Age Differences in the Personality Profiles of Disadvantaged Females.
ED 056 135
A Study of the Effect of Age on Achievement in Adults Studying English in an Intensive Course.
ED 056 013

Aggression
The Effect of Exposure to an Agressive Cartoon on Children's Play.
ED 055 297

Agribusiness
Curriculum Materials for Teaching Students the Competencies Needed for Employment in Nonfarm Agricultural Business. Final Report.
ED 056 190
Types of Computers and Their Use by Agricultural Cooperatives.
ED 055 629

Agricultural Education
A Study of the Relationship Between Selected Educational Experiences of Vocational Agriculture Students and Their Enrolling in a College of Agriculture.
ED 056 178

Agricultural Laborers
A Study of New Mexico Migrant Agricultural Workers.
ED 055 697

Agriculture
Survey of the World Agricultural Documentation Services, Draft; Prepared on Behalf of the FAO Panel of Experts on "AGRIS" (International Information System for the Agricultural Sciences and Technology).
ED 055 627

Aircraft Pilots
Albanian: Basic Radio Communications.
ED 055 489

Air Pollution Control
Air Pollution Training Programs.
ED 055 776
The Peregrine Falcon and the Urban Poor. Some Sociological Interrelations.
ED 056 144

Alaska
Alaska Natives & the Land.
ED 055 719

Albanian
Albanian Basic Course: Workbook for Exercises in Grammar.
ED 055 508
Albanian: Basic Radio Communications.
ED 055 489
Albanian Geography and History.
ED 055 490

Algebra
An Attempt to Design Instructional Techniques in Mathematics to Accommodate Different Patterns of Mental Ability.
ED 055 766
A Study of the Predictive Validity of the Iowa Algebra Aptitude Test for Prognosis in Ninth Grade Modern Mathematics and Traditional Algebra.
ED 055 765

Alternative Schools
The Human Relations School.
ED 055 933

American English
Iterative Research in Curriculum Development: A Preschool Language Module. A Section of the Final Report for 1969-70.
ED 055 483
Joint Japanese-American Conference on Sociolinguistics. Final Report.
ED 055 510

American Indians
Alaska Natives & the Land.
ED 055 719
Annual Report of the Office of Indian Affairs from the Director and the Supervisors of Indian Education for the State of Minnesota, 1969-70.
ED 055 705
Are You Listening, Neighbor? Report of the Indian Affairs Task Force.
ED 055 707
A Bibliography of the Iroquoian Literature, Partially Annotated.
ED 055 724
Factors Associated with Deviant Behavior at Intermountain School.
ED 055 713
Handbook of Native American Studies and Chronology of Native American History.
ED 055 716
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AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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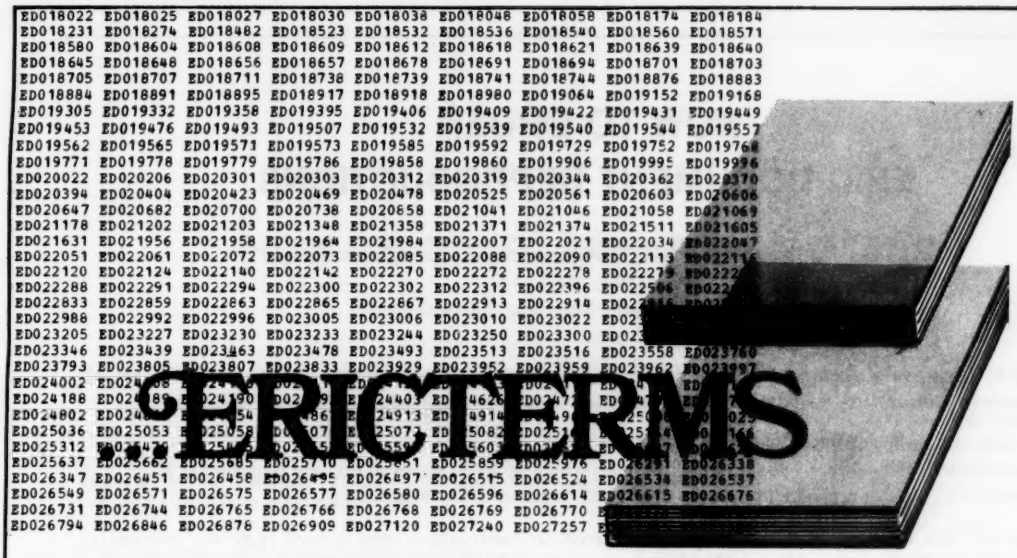

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